Section 3. Principal Evaluation System Section

#16 - Please add any other comments or clarifications you would like to provide about your district's principal evaluation system.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>61</td>
</tr>
<tr>
<td>skipped question</td>
<td>465</td>
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There is just one administrator- Supt/Prin

The Principal is also the Superintendent so the evaluation that is used is the Board evaluation tool which is for a Superintendent/Principal position.

Principal Evaluations are confidential and used to improve our schools and services for students. They should not be used to criticise or embarrass individuals. There jobs are tough enough!

This evaluation tool has also been redone to include relevant professional standards for principals.

Principals receive a rating on a list of criteria. No overall rating is given so 0 was entered for each line in #11. All principals receive an evaluation every year prior to February 1.

In our small district publication of evaluation data could easily be tracked to specific individuals.

While the principal evaluation system does not formally utilize student performance data, it is a component that is noted and is a part of their leadership and ability to successfully be the educational leader of their building.

This is an elementary school district with (XXXX) students PreK-8. The superintendent is also the principal. There is no one to evaluate the principal. The superintendent's evaluation by the board is completed yearly.

Needs to be updated to align with standards.

There are several people working on an administrative certificate, but only one principal -- at our alternative high school. The person works 120 days with a year-to-year contract.

Principal rating for 2009-2010 was 2.8 out of 3.

none of the above...we do not have a principal..only a Superintendent. I do both roles but I am evaluted as a Superintendent...not a principal.

I am the new superintendent this year, so I immediately changed the principal evaluation model to one based upon the ISLCC standards. The document now includes the four rubric categories listed. In 2009-2010, the former superintendent rated principals using: Excellent, Satisfactory, and Unsatisfactory. Note: The principal evaluation in 2009-2010 was used for only evaluating 2 out of the 3 principals because one principal also served as the superintendent.

We would like to have an ISBE Template to help us update our Principals Evaluation Plan.

Our district's principal evaluation system will be reviewed this Spring to bring it into compliance with the new teacher/administrator evaluation law as set forth in school code.

As mentioned earlier, we are an Alternative Education program. The evaluations of the principals or Site Directors includes some aspects not normally part of a regular school principal's job.

No principal is employed. No evaluation system.

The Superintendent is also the principal, but is only evaluated as the superintendent, not as the principal.

We are waiting for the State to produce a new document.
Section 3. Principal Evaluation System Section

We use the principal evaluation system with ALL administrators. Answers on this survey only reflect the 6 "principals"; however the system is used with all 16 administrators (assistant principals through district office). Based on all the questions about "publishing" the "ratings" in aggregate for the public to view, I'm assuming that there is a push to require this. I worry that will backfire and not hold evaluators more "accountable" for a "true" evaluation, but instead the public pressure and scrutiny will become an interference.

We have made changes in the evaluation instrument in an effort to incorporate additional measures of student growth.

I strongly disagree with using annual state test scores as a heavily weighted portion of a teacher or principal's evaluation. In smaller school districts the number of students tested would not be statistically significant. If the state would have longitudinal data available for a cohort of students, it might be useful as a part of the evaluation. Still small numbers cause skewing of data, making the data useless in applying in this serious manner. I believe that weakening teacher tenure laws so that a case for dismissal of a poor tenured teacher could be made easier, would be the best approach. Then leave the employment decisions to the local districts. If you make the districts accountable for overall student achievement and get rid of some of the barriers to a fair dismissal of a poor teacher, then you could see a lot of improvement. Local districts do not need test scores to determine poor teaching! They just need the barrier to dismissing a tenured teacher lowered somewhat. Tenure does not need to be removed completely. There is too much local politics involved in school districts to allow that. I have seen very good teachers with very high standards that would have been subject to dismissal by a board of education that had received a lot of parent complaints that students were not all getting A's in their classes. The same goes for a principal who has high standards for achievement and enforces discipline.

We have changed our rating system this year to comply with the new 4 ratings.

Summative final ratings are Renewal or Non-renewal. However for each individual ISLLC Standard principals are rated Not Accomplished, Marginally Accomplished, Mostly Accomplished, or Accomplished.

The Principal's evaluation was added only for the last three years (during the time which I served as an interim superintendent). Next year, since the Principal has completed {their} superintendent's endorsement, {they} will assume both the role of the superintendent and the principal. {They} will then be evaluated by the Board with a completely different instrument.

Student growth is not a key component of the principal evaluation, yet we include student growth through AYP, ISAT, PSAE, and benchmarks as how their buildings are progressing.

In FY2010 Principal was part of Principal/Supt position and the evaluation was done as one evaluation

All of our principals are currently on a multi-year contract therefore the evaluation system is tied to goals established annually through collaboration with the superintendent.

The evaluation summary is narrative, an overall score is not given. Three areas are covered: Areas of Consideration, Areas of Concern, and Recommendations.

Much harder to evaluate principals than teachers, as the degree of objectivity is much lower.

With such a small administrative team and two first year principals, publishing the information would not make privacy possible.

Until this current year, there really wasn't an evaluation tool used. The prior superintendent wrote a small narrative about the principal at that time.

No comments

For #9 above. There is no comprehensive rating given; ratings are by individual categories.

None.
### Section 3. Principal Evaluation System Section

The district has a Supt/Principal combination. The Supt is evaluated on an annual basis in a combined role. Per board policy the Principal component of the evaluation is done in the last year of a multi year contract.

Since this district is small, the school and district are one in the same. Furthermore, the principal and superintendent are the same individual with an evaluation plan that addresses both roles and responsibilities.

Like our teachers, we decided to begin the incorporation of student performance data into the principal evaluation. We have always looked at ISAT, PSAE, EXPLORE, PLAN and MAP data in their evaluation. But the critical change is classroom assessment data being discussed with every teacher this year and changes to be made as a result of that data.

Again, I am in my first year of employment in this district as the Superintendent. The principal evaluation tool is pretty standard. I will make changes to this form as I am developing a new version for the certified staff.

Evaluations are also used to formulate school improvement planning.

We are a high school district with one principal.

Principal evaluation is mainly comprised of alignment to the district's Stratigic Plan as well as the Illinois leadership standards.

Our principal evaluation form is okay at best. The strength of the form is the narrative where strengths and weaknesses are discussed. In addition, the evaluation is respectful of the tremendous amount of work, time, and effort required of the 21st Century principal. We are fortunate to have some of the best principals in the State of Illinois. It would be great to have an evaluation instrument that would match their quality!

The district reports whether or not the principals are re-hired for the next school year. This information is recorded in the Board of education minutes and duly posted on our website.

Evaluations of principals are reported to the Board of Education.

Only one principal was evaluated last year because two interim principals served {XXXXX} 2009-2010.

Principals were not evaluated last year.

N/A

The types of student progress measures listed in this survey are not designed to measure principal effectiveness. Personnel evaluations should be kept confidential.

The superintendent is also the principal. The Board evaluates the superintendent. The superintendent evaluates the assistant principal/student services director.

The same thing happened with the principal's survey that happened with the teachers' survey. Some of the responses did not print but there are check marks. If the responses do not show on the survey when it is received, then you may contact me at {XXXXX} and I will give you my responses to the ones that appear not to be answered.

{XXXXX} is a low incidence special education regional cooperative. We don't employ anyone who works in the capacity of principal.

This district has been a Bright Star designed district for the past several years. Bright Star districts have ISAT and PSAE scores in the top third in the state while also being in the lowest quartile in school funding.

Question 9 - Principals are rated in 17 categories, but are not rated in total. The 17 categories are used for professional improvement.

I also report to the Board the results of my evaluations of each building principal in June of each year. The building principal is responsible for evaluating our assistant principals. Those results are also reported to the Board on an annual basis.
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<table>
<thead>
<tr>
<th>Having only two Building Principals, we have a formal evaluation and lots of informal discussion on evaluation.</th>
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<tbody>
<tr>
<td>Rating categories are new for the 2010-2011 school year. Category data is not yet available.</td>
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<tr>
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The evaluation include observations from outside consultants, recognition from the state as it relates to student progress, observations by the assistant superintendent and superintendent, actions to improve students growth based on the school's improvement plan and student assessments throughout the year, clinical support to teachers and para-professionals and the level of implementation/close monitoring of the action plan by the principals using the recommendations from the Intermediate service center respros as well as the consultants and the assistant superintendent. Please note that although parents are not informed of the principals are teachers evaluation results, they are involved in monthly focus walks visiting classroom instruction, and school building functioning of that day. They report their findings and discuss the information at a debriefing.

The ISBE Illinois Professional Standards for School Leaders works well for formally evaluating the principals and directors whose responsibilities fall within the instructional range. In addition to this evaluation instrument, teachers's views are considered.

NA