

CPS Principal Evaluation Rating Detailed Rubric
Develop and Articulate Belief System Through Voice and Actions

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
Engage staff, students, parents, local school council and community to work toward developing and implementing a common vision	School vision not clearly articulated Community, parents, and staff not yet engaged in developing and furthering school goals	Principal beginning to engage parents, staff, and community in development of a shared school vision	Community, parents, and staff fully engaged in development and implementation of school goals informed by their shared understanding of the school vision Key stakeholders understand school vision and decisions at the school level are aligned to that vision	Community, parents, and staff fully engaged in development and implementation of school goals Key stakeholders understand, support, and advocate for school vision; all actions at the school stem from an understanding of the nuanced texture of a vision common to multiple stakeholders. All stakeholders engaged in meaningful change processes to foster a deeper understanding of a common vision that has a measurable positive impact school and community-wide
Engage broad representation of school in strategic planning	School goals developed without significant use of data Strategic planning not based on data-driven analyses and involves only a few individual stakeholders	Staff beginning to use data to develop school goals Strategic planning engages grade-level heads and/or department chairs	Principal facilitates staff in using data to develop school-wide goals for school improvement in an atmosphere of safety and transparency Strategic planning engages significant representation of the school beyond leadership team	Principal leads staff in using data in meaningful ways to create school-wide change Leadership team communicates data-driven analyses related to school-wide strategic planning to the broadest possible representation of the school in a way that furthers the school community's understanding of and participation in future change processes
Lead by example, exhibiting high ethics and moral leadership and a strong belief that all children can learn, regardless of perceived ability, gender, race, ethnicity, color, sexual orientation, religion, and socio-economic status	School climate does not support high academic expectations for all students Few, if any, AP course offerings at the HS level Persistent achievement gap, with limited understanding of the effort necessary to reduce it. Few students are educated in their least restrictive environment required by the IEP English language proficiency scores are below district transition criteria.	Principal attempts to introduce school practices that support high social and academic expectations for all students Number of AP classes offered per student lower than comparable schools; declining or stagnant number of students score a three or higher Some efforts made to close the achievement gap. Some students are educated in their least restrictive environment required by the IEP English language proficiency scores near district transition criteria.	Principal and leadership team establish structures and influence all faculty to embrace and demonstrate shared commitments to high social and academic expectations Increasing number of AP offerings, per student number at or near norm for comparable schools; increasing number of students score a three or higher Significant efforts to close the achievement gap, and school beginning to see results. Most students are mainstreamed to their least restrictive environment required by the IEP English language proficiency scores meet district transition criteria.	Principal and staff lead and design new initiatives that focus on high academic standards and improve the culture of learning for students school-wide Number of AP offerings offered per student above norm for similar schools; increasing number of students achieve a score of three or more Achievement gap nearly non-existent and full staff embraces high expectations for all children. All students are educated in their least restrictive environment required by the IEP Student transitions are seamless from elementary to high school or from high school to post-secondary education and employment. Students matriculate successfully from one life passage to the next. English language proficiency scores exceed district transition criteria.
Involve parents and community in supporting and enhancing the instructional programs of the school	Few opportunities exist for parents to engage in and support student learning Parent engagement limited to report card distribution and fundraising	Principal solicits suggestions from parents and community and develops strategies to encourage school and community interaction	Principal and leadership team solicit suggestions from parents and community and develop strategies to encourage school and community interaction Principal and leadership team design new and/or revise established opportunities for parents to support student learning	Principal and leadership team create lasting and meaningful partnerships between school and community organizations that actively engage all parties as stakeholders, fostering a sense of shared responsibility that brings about substantial school improvement

CPS Principal Evaluation Rating Detailed Rubric Balance Management

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
Delegate effectively to achieve school objectives	<p>Leadership vested in those with “positional power”; leadership not distributed, giving teacher leaders and grade level teams minimal opportunities to make school-wide decisions</p> <p>School does not exhibit a collaborative culture</p>	<p>Principal makes limited use of teams and teacher leaders to accomplish school goals</p> <p>School exhibits a somewhat collaborative culture</p>	<p>Principal regularly uses a shared leadership model to assign, monitor, and evaluate project and program roles, tasks, and responsibilities</p> <p>School exhibits a collaborative culture</p>	<p>Principal consistently uses a shared leadership model to assign, monitor, and evaluate school-wide roles, tasks, and responsibilities to monitor and evaluate progress toward meeting improvement goals</p> <p>School exhibits a highly collaborative culture</p>
Manage budget, aligning resources with instructional priorities	<p>No clear link between resources and instructional priorities</p> <p>Budget does not reflect SIPAAA goals</p> <p>Principal lacks clear understanding and knowledge of financial and budgetary control issues</p>	<p>Resources and instructional priorities somewhat aligned</p> <p>Budget partially reflects SIPAAA goals</p> <p>Principal gaining knowledge and expertise in financial and budgetary control issues</p>	<p>Decisions about resource allocation clearly aligned with school improvement goals</p> <p>Budget reflects SIPAAA goals</p> <p>Principal possesses strong knowledge in financial and budgetary control issues</p>	<p>Within the limits of Board policy, principal develops creative ways to obtain, allocate and conserve resources to support school improvement goals</p> <p>Principal facilitates an understanding among stakeholders that budget decisions must support school improvement goals</p> <p>Principal possesses expert knowledge in financial and budgetary control issues</p>
Manage resources to support instruction	<p>Building managed and maintained solely for operational purposes; no clear link between operational decisions /strategies and instruction</p>	<p>Principal beginning to tie management and operational decisions to the instructional priorities of the school</p>	<p>Principal and leadership team have established and implemented school structures, timelines, and processes that support academic environments</p>	<p>Principal and leadership team have developed school-wide organizational structures, practices and policies that support improved academic environments</p> <p>Principal and leadership team ensure that the way the building is run is supporting the instructional goals of the school</p>
Analyze, design, and implement classroom and school-wide management and safety plans to create a safe, student-centered environment	<p>Limited knowledge of safety plans</p> <p>School lacks a safe and student-centered environment</p>	<p>Principal beginning to evaluate the current conditions regarding classroom management and school-wide management and safety plans</p> <p>Principal establishing the initial phases of school-wide organizational structures, practices, and policies that improve or enhance effective classroom management and school-wide management plans</p>	<p>Principal and leadership team conduct periodic assessment of current conditions regarding classroom management and school-wide management and safety plans for the purpose of designing improvements</p> <p>Principal and leadership team establish school-wide organizational structures, practices and policies that improve or enhance effective classroom management and school-wide management plans</p>	<p>Principal and leadership team consistently assess current conditions regarding classroom management and school-wide management and safety plans to ensure they are safe and student-centered</p> <p>Principal and leadership team establish school-wide organizational structures, practices and policies that improve or enhance effective classroom management and school-wide management plans</p>

CPS Principal Evaluation Rating Detailed Rubric Engage and Develop Faculty

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds - 4
<p>Develop teacher leadership within school</p>	<p>Few teachers and staff involved in strategic decision-making</p> <p>Minimal support provided to new teachers, resulting in high turnover rates (greater than district averages)</p>	<p>Several teachers involved in decision-making on individual projects or programs</p> <p>Some support provided to new teachers; teacher retention rates below district norms but beginning to show upward trends</p>	<p>All teachers and staff have a variety of opportunities for providing input and engaging in decision-making</p> <p>Structures support the leadership growth of teachers and staff; significant support provided to new teachers resulting in retention rates at district norms and/or accelerated upward trends</p>	<p>All teachers and staff have a variety of opportunities for providing input and engaging in decision-making; principal and leadership team guide and mentor new, developing, and emerging teacher leaders</p> <p>Structures support the leadership growth of teachers and staff; exceptional support provided to new teachers resulting in retention rates greater than district norms</p> <p>Principal and leadership team encourage and nurture teacher initiative and innovation through recognition and incentives and by releasing responsibility to them to assume additional, appropriately challenging and personally satisfying leadership responsibilities on behalf of the school that result in improved conditions for teaching and learning and the betterment of the entire school community</p>
<p>Support staff development strategically to build internal capacity and capability</p>	<p>Few potential future leaders identified and nurtured at the school; lack of robust succession planning; minimal staff development</p> <p>Principal does not make use of an effective leadership team to accomplish school goals</p> <p>Limited opportunities for teachers and staff to develop leadership and to lead change initiatives at the school</p>	<p>Principal occasionally participates in teacher observation and conferencing to identify future leaders and determine staff development needs</p> <p>Principal has established a leadership team to implement school improvement goals</p> <p>Some members of the leadership team have opportunities to lead change initiatives; APs and department heads do not function as interdependent units and focus almost exclusively on their areas of expertise and individual projects</p>	<p>Principal and leadership team periodically hold conferences with/provide feedback to staff regarding performance for the purpose of improving student learning, and providing the basis for future professional development</p> <p>Principal shares decision-making responsibility with a diverse leadership team, serving as the basis for a robust succession plan</p> <p>All APs, department heads, and auxiliary staff share ownership for change initiatives at the school</p>	<p>Principal and leadership team support continuous professional development that is results-oriented, research-based, and supports the school improvement process; principal and leadership team constantly provide timely, accurate and specific feedback to teachers regarding performance and its impact on student achievement</p> <p>Principal shares decision-making responsibility with a diverse leadership team, serving as the basis for a robust succession plan</p> <p>All APs, department heads, and auxiliary staff share ownership for change initiatives at the school and embrace instructional leadership as the primary function within their roles</p> <p>All APs and department heads have clearly articulated responsibilities attached to instructional priorities; APs are encouraged, and are provided opportunities, to increase their level of experience and expertise in leading instructional change initiatives. They are strategically positioned and fully integrated as an important resource to support and advance the central mission of the school which is understood to be accelerating student achievement</p>

CPS Principal Evaluation Rating Detailed Rubric

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds - 4
Align staff development with school goals and district priorities	Staff development not based on needs of students or teachers, nor on school improvement plan goals; data not analyzed nor are teachers surveyed to determine needs	Professional development targeted to identified needs of staff; surveys used to determine needs Staff development aligned to goals for improving teaching and learning	Principal and leadership team analyze data to determine and design professional development based on the needs of the students Principal and leadership team have established structures to evaluate both the professional needs of the faculty and the effectiveness of professional development Staff development plans are aligned to school and district improvement goals	Principal and leadership team analyze data to determine and design professional development based on the needs of the students Principal and leadership team have established structures to evaluate both the professional needs of the faculty and the effectiveness of professional development Staff development plans are aligned to school and district improvement goals Principal and leadership team ensure that time and resources spent on professional development are focused on adult learning that will improve student performance outcomes
Establish a community of learners	Teachers do not engage in team learning or help one another in staff development Grade level teams or content area teams do not share work or problem solve together	Grade level teams and/or content area teams work together to devise strategies to improve student achievement Content level teams work together, but teachers do not work across content areas	Grade level teams and/or content area teams work together to devise strategies to improve student achievement; teachers beginning to work across grade levels and content areas Professional reflection is valued and practiced at the school Transparency of practice is becoming a professional norm. Trust and respect are evident in professional interactions.	Teachers work within grade level teams and across subject matter areas to develop school-wide efforts to improve student achievement School possesses a reflective professional learning community that has student learning at its core Teachers design staff development across grade levels and subject matters
Recruit and retain competent teachers and counsel out low performers	Lack of marketing/ outreach to attract new teacher talent; significant teacher vacancies each year Infrequent teacher observation, with minimal use of professional development plans Underperforming teachers remain on staff, with little effort to remediate and develop	Some marketing efforts to attract new talent, with few vacancies each year Principal, leadership team, and/or department chairs engage in regular teacher observations Underperforming teachers are given notice, but most remain on staff with limited efforts to develop and improve teacher capacity	Significant marketing and outreach to immediately fill teacher vacancies with quality staff, resulting in all positions being filled (a certain percentage for hard to staff schools?) Principal, leadership team, and/or department chairs engage in regular teacher observations, resulting in individual professional development plans Most underperforming teachers are given remediation plans and counseled out or removed if fail to meet benchmarks	Significant marketing and outreach to immediately fill teacher vacancies with quality staff, resulting in all positions being filled (a certain percentage for hard to staff schools?) Entire school staff engages in peer observation, resulting in shared best practices, job-embedded professional development, and targeted individualized support based on professional development needs All underperforming teachers given remediation plans and counseled out or removed if fail to meet benchmarks Principal sets high expectations for all staff, which are clearly articulated

**CPS Principal Evaluation Rating Detailed Rubric
Assess the Quality of Classroom Instruction**

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
<p>Direct the implementation of successful literacy and mathematic strategies school-wide</p>	<p>Limited knowledge of best practices in literacy and mathematics</p> <p>School lacks coherent math and literacy strategies, lack of coherence in language and practices from classroom to classroom</p> <p>Data trends in math and literacy declining</p>	<p>Developing knowledge of best practices in literacy and mathematics; beginnings of ongoing faculty discussions on literacy and how to develop a school-wide culture of literacy and mathematics</p> <p>Principal provides feedback and support to team members in their use of effective teaching-learning practices and appropriate learning materials</p> <p>Math and literacy showing modest upward trends</p>	<p>Strong knowledge of best practices in literacy and mathematics; presence of school-wide structures and programs that improve the teaching of reading, writing, and/or math</p> <p>Principal and leadership team monitor and provide feedback to teachers on their implementation of coherent literacy and/or math strategies</p> <p>Consistent upward trends in math and literacy</p>	<p>Expert knowledge of best practices in literacy and mathematics; school exhibits best practices in literacy and mathematics strategies across grade levels, content areas, and programs</p> <p>Principal and leadership team develop and enhance a school culture that values literacy and mathematics; coherent literacy and math strategy implemented across school</p> <p>Significant upward trends in math and literacy</p>
<p>Model practice, and coach and assist teachers to support instructional improvement using a range of effective learning theories and practices</p>	<p>Inability to identify and model best teaching practices</p> <p>Minimal monitoring of instruction</p> <p>Minimal support provided to teachers to improve instructional practices</p>	<p>Beginning knowledge of best practices in teaching and learning, facilitating grade level or content area meetings to discuss and/or review implementation of best practices and strategies</p> <p>Occasional monitoring of instruction</p> <p>Occasional support provided to teachers to improve instructional practices</p>	<p>Knowledge of best practices in teaching and learning, frequently modeling best practices and translating relevant research</p> <p>Principal and leadership team monitor instruction, engaging teachers in identifying and implementing learning theories and practices to strategically improve student learning</p> <p>Shared understanding of elements of high quality instruction evident across grades and content areas</p>	<p>Expert knowledge of best practices in teaching and learning, modeling best practices and translating relevant research</p> <p>Principal and leadership team provide frequent, rigorous supervision, focused on improvement of instruction and resulting in significant gains</p> <p>Principal and leadership team support teacher growth and professional development</p>

**CPS Principal Evaluation Rating Detailed Rubric
Assess the Quality of Classroom Instruction (continued)**

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
<p>Lead standards-based instruction</p>	<p>Limited knowledge of standards-based instruction and assessment for learning</p> <p>Adopted curriculum packages are in conflict with the principles of standards aligned classrooms</p>	<p>Beginning to align grade level and/or content area curriculum to Illinois Learning Standards</p> <p>Content area and/or grade level teams at early stages of determining common learning strategies and communicating instructional targets to all role holders</p>	<p>Principal and leadership team coordinate the alignment of curriculum, assessment, instruction, and reporting resources to the Illinois Learning Standards and Benchmarks</p> <p>Principal and leadership team facilitate the selection of common learning strategies across and within grade levels and content areas</p> <p>Discussions regarding rigor and the quality of student work are supported within content teams and across adjacent grade levels to ensure coherence of expectations / assessment of student work</p> <p>Principal and leadership team ensure that students are conversant about what they are learning and why. Students understand what is required to improve their own performance</p>	<p>Principal and leadership team coordinate the alignment of assessment, instructional, and reporting resources to the Illinois Learning Standards and Benchmarks</p> <p>Principal and leadership team facilitate the selection of common learning strategies across and within grade levels and content areas</p> <p>Principal and leadership team ensure and maintain a school-wide focus on improving learning for all students and all subgroups of students</p> <p>Principal and leadership team ensure the evaluation of current programs or instructional strategies to assess their effectiveness based on student learning outcomes</p> <p>Principal and leadership team create the conditions in which students assume greater responsibility for their own learning by setting appropriate social and academic goals, monitoring their performance against the identified goals, and enabling them to lead conversations with respected others (peers, parents and caregivers, external partners) about their progress toward them</p> <p>Grade level standards are the “floor” of what is possible, rather than the “ceiling”</p>
<p>Use data to improve instruction and student achievement</p>	<p>Data analysis does not drive instruction, nor does it form the basis for instructional strategies to improve student achievement</p> <p>Lack of well-defined standards and performance assessments to evaluate student work</p> <p>Limited use of formative assessments</p> <p>Downward trends in standardized test results</p>	<p>Beginning to use data to develop goals for grade level or content teams</p> <p>Initial stages of developing standards and using formative assessments to identify individual student needs and integrate effective teaching practices</p> <p>Standardized test data stagnant</p>	<p>Principal and leadership team regularly use a wide variety of data with staff to develop school-wide goals for school improvement, as well as communicate and implement plans and assess results</p> <p>Well-developed and defined standards and performance expectations established for student work at all grade levels</p> <p>Consistent use of formative assessments to determine each student's learning needs and identify the most effective teaching practices</p> <p>Upward trends in test data</p>	<p>Principal and leadership team consistently use data with staff to develop school-wide goals for school improvement, as well as communicate and implement plans and assess results</p> <p>All faculty and staff are data competent, which forms the basis for instructional decisions to improve student achievement</p> <p>Faculty, staff, and community maintain a results-orientation in implementing and evaluating strategic improvements</p> <p>Well-developed and defined standards and performance expectations established for student work at all grade levels</p> <p>Consistent use of formative assessments to determine each student's learning needs and identify the most effective teaching practices</p> <p>Consistent upward trends in test data</p>

CPS Principal Evaluation Rating Detailed Rubric Facilitate/Motivate Change

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
Lead the change process both for individuals and for organizations	<p>Little evidence of teachers working in teams at the school</p> <p>Minimal focus on staff development and adult learning</p> <p>Minimal understanding of child / adolescent development and social / emotional intelligence</p> <p>Standards and expectations not clearly articulated</p> <p>Students not engaged in the school; attendance rates below district averages</p>	<p>School makes use of grade-level and/or content area teams; principal supports the work of individuals and teams through appropriate feedback and encouragement</p> <p>Staff has some opportunities to engage in development that aligns to adult learning principles and meets school improvement goals</p> <p>Some understanding of child / adolescent development and social / emotional intelligence</p> <p>Principal has established and communicated standards and expectations to staff and students; however significant resistance to change has impeded progress</p> <p>Attendance rates at or near district averages</p>	<p>Grade-level and/or content area teams work together to meet school goals; principal and leadership team support the work of individuals and teams through appropriate feedback and encouragement</p> <p>Principal and leadership team ensure that all professional development aligns to adult learning principles</p> <p>School structures and systems in place that demonstrate a deep understanding of child / adolescent development and social emotional intelligence so that a climate for learning can be established and maintained</p> <p>Principal and leadership team have established and communicated standards and expectations to staff and students, addressing resistance to change and resulting in improvements in teaching practice and student achievement</p> <p>Attendance rates above district averages</p>	<p>Principal and leadership team maintain a systems perspective with student learning as its core value</p> <p>Principal and leadership team model shared decision-making to engender shared responsibility for change</p> <p>Principal and leadership team ensure that all professional development aligns to adult learning principles and that all structures and strategies are aligned to vision for improvement</p> <p>School structures and systems in place that demonstrate a deep understanding of child / adolescent development and social / emotional intelligence so that a climate for learning flourishes and best practices and innovation and risk-taking are common to the culture</p> <p>Principal and leadership team use conflict as a learning opportunity and support others through change/resistance</p> <p>Attendance rates significantly above district averages</p>
Set high expectations for all students	<p>Lack of a student-centered environment; expectations and standards not clearly articulated</p> <p>Minimal AP course offerings</p> <p>Limited extracurricular program offerings; poor attendance and minimal participation in after school programs</p> <p>Graduation rates, disaggregated by race, income, and gender, below district averages</p>	<p>Expectations and standards clearly articulated, but not embraced by all</p> <p>Some AP course offerings</p> <p>Most traditional extracurricular activities offered with average attendance (do we need numbers here?)</p> <p>Graduation rates, disaggregated by race, income, and gender, at or near district averages</p>	<p>Principal and leadership team have established expectations and standards that are understood and embraced by staff and students</p> <p>Significant AP course offerings with most students successfully completing at least one AP course by graduation</p> <p>Significant extracurricular offerings; most students participate in at least one after school program</p> <p>Graduation rates, disaggregated by race, income, and gender, above district averages</p>	<p>Principal and leadership team have established expectations and standards that are understood and embraced by all key stakeholders</p> <p>AP course offerings well above district averages and/or comparable schools norms; every student has successfully completed at least one AP course by graduation</p> <p>Extracurricular offerings reflect student interests, expand educational, athletic, and social opportunities, and provide a model for the district; nearly all students engage in at least one after-school program</p> <p>Graduation rates, disaggregated by race, income, and gender, significantly above district averages</p>

**CPS Principal Evaluation Rating Detailed Rubric
Facilitate/Motivate Change (continued)**

Indicator	Does Not Meet – 1	Needs Improvement – 2	Meets – 3	Exceeds – 4
Be a self-starter and solid problem solver	Principal lacks initiative and rarely takes risks Principal needs to be pushed to set and accomplish goals	Principal starting to become more proactive in anticipating problems and addressing issues before they reach crisis stage	Principal displays strong analytic skills and solves issues in a timely matter before they become crises	Principal exhibits creativity in solving problems, engaging multiple constituents, and addressing concerns before they become crises
Exhibit strong interpersonal skills and ability to work with a diverse group of people	Principal has difficulty working with a diverse group of people Key stakeholders are not engaged, do not embrace or are unaware of school's vision, and do not participate in helping school achieve improvement goals	Principal works well with most key stakeholders Principal has clearly articulated school vision and most stakeholders actively support it	Principal and leadership team work well with all key stakeholders Key stakeholders embrace the school's vision and actively participate in helping the school to achieve improvement goals	Principal and leadership team work well with all key stakeholders; principal has ability to engage even the most adversarial resisters Key stakeholders embrace the school's vision and actively participate in helping the school to achieve improvement goals
Reflective learner, consistently assessing his or her own work with an analytical eye in order to continuously grow	Principal satisfied with the status quo and does not seek further professional development opportunities Principal resistant to walk throughs and/or feedback	Principal seeks out professional development opportunities based on needs identified by AIO Principal not resistant to walk throughs and receptive to feedback	Principal identifies own professional development needs and asks AIO for support based on thorough self analysis Principal seeks out additional walk through opportunities to learn best practices, share ideas, and ultimately improve the school's performance	Principal actively solicits feedback from peers, staff, supervisors, the community, and other stakeholders in order to identify professional development needs Principal actively seeks out growth opportunities from a variety of sources – AIO, CPS central office, peer walk throughs, etc.
Facilitate shared accountability for results	Neither the principal nor the leadership team uses data to inform instruction and set school goals	Principal uses data when setting school goals in the SIPAAA process	Principal and leadership team use formative and summative data to constantly assess and inform instruction, as well as set school goals Principal and leadership team have built a shared belief that all faculty and staff are responsible to contribute to achieving school improvement goals	Principal and leadership team ensure that student work samples are regularly and collaboratively evaluated for academic rigor Principal and leadership team ensure staff, student, and parent understanding of and taking ownership of learning and school improvement goals
Use data in strategic planning, demonstrating the ability to influence people to improve their practice	Data is not used to inform instruction Inability to use data and disaggregate to identify needs of children and capacity of staff	Principal beginning to use multiple assessment measures of student performance to evaluate student learning across grade levels or content areas	Principal and leadership team facilitate staff in using data from multiple assessment measures to develop school-wide improvement goals	Principal and leadership team foster and nurture a results-oriented school culture that values data analysis as a tool for targeting instructional improvements