

## Section 1. District Contact Information

#1 - Please enter the following district contact information:

Answer Options	Response Total
District Name	*
District RCDT Code	*
Contact Name	*
Contact Title	*
Contact Phone	*
Contact Email	*
	<i>answered question</i> 526
	<i>skipped question</i> 0

**\* The reported information is blocked for the purpose of confidentiality.**

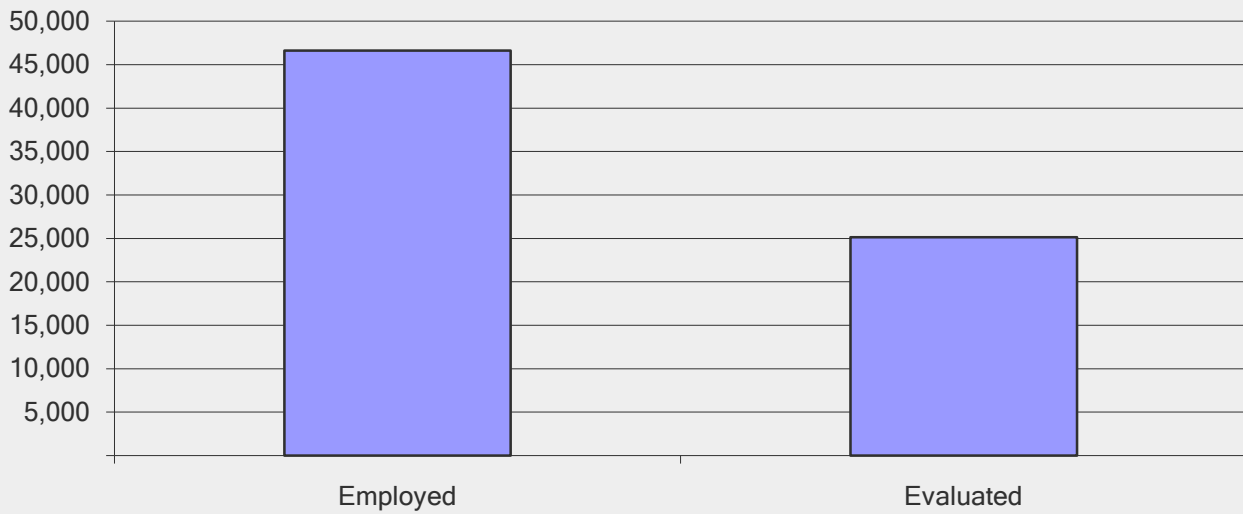
526 out of 869 Districts responded  
60.5% response rate

## Section 2. Teacher Evaluation System Section

#1 - For the 2009-2010 school year list the # of tenured teachers:

Answer Options	Response Total
Employed	46,623
Evaluated	25,144
<i>answered question</i> 526	
<i>skipped question</i> 0	

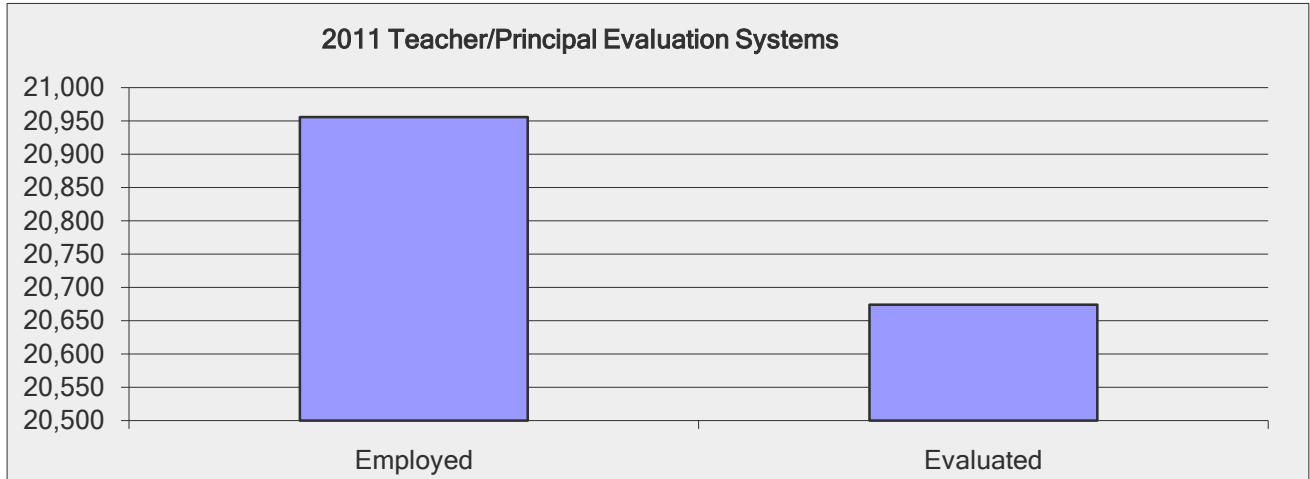
2011 Teacher/Principal Evaluation Systems



## Section 2. Teacher Evaluation System Section

#2 - For the 2009-2010 school year list the # of non-tenured teachers:

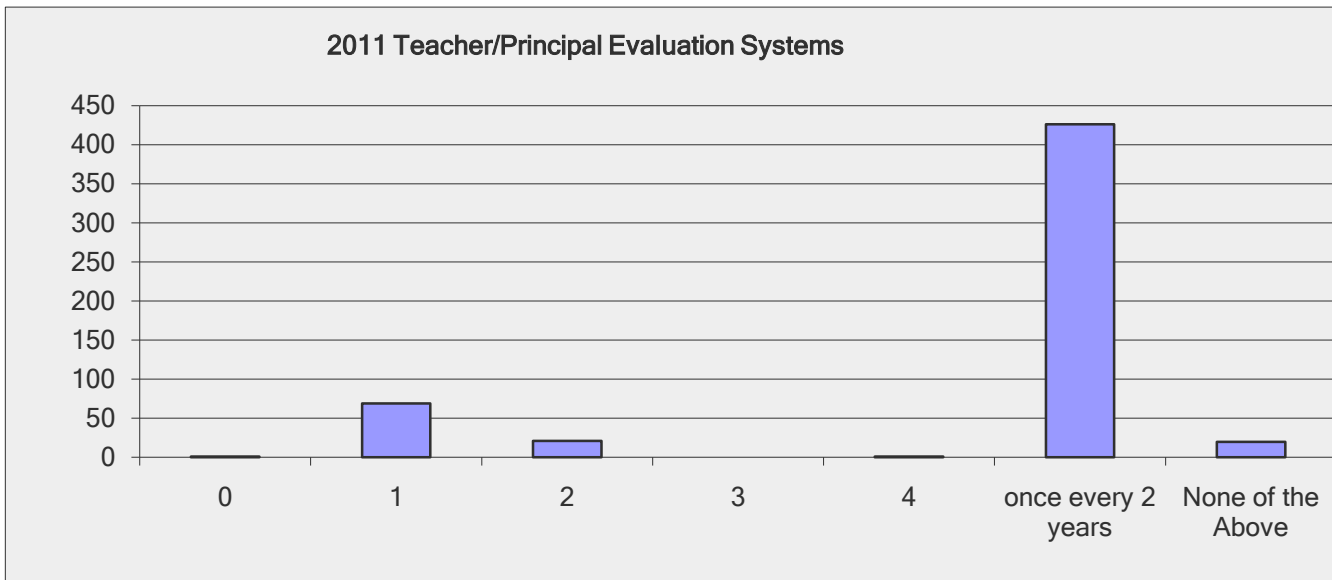
Answer Options	Response Total
Employed	20,956
Evaluated	20,674
<i>answered question</i>	
	<b>526</b>
<i>skipped question</i>	
	<b>0</b>



## Section 2. Teacher Evaluation System Section

**#3 - Identify the number of times per year tenured teachers receive formal evaluations in your district? (choose one)**

Answer Options	Response Count
0	1
1	69
2	21
3	0
4	1
once every 2 years	426
None of the Above	20
Other (please specify)	36
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



<b>Other (please specify)</b>
ongoing 3-year plans
This is a minimum number; tenured teachers are sometimes evaluated more than once every two years.
Twice every two years with one rating
Every other year tenured teachers are evaluated. When they are evaluated there are two formal observations.
Goal Setting Evaluation in year without formal evaluation
or as needed
Waiver-Professional Development Plan
But more often if a principal deems it necessary.
Again if needed
Twice every 2 years
required every other year, in practice many every year
0
Timing for formal evaluations are determined through goal setting.
All employees are at-will

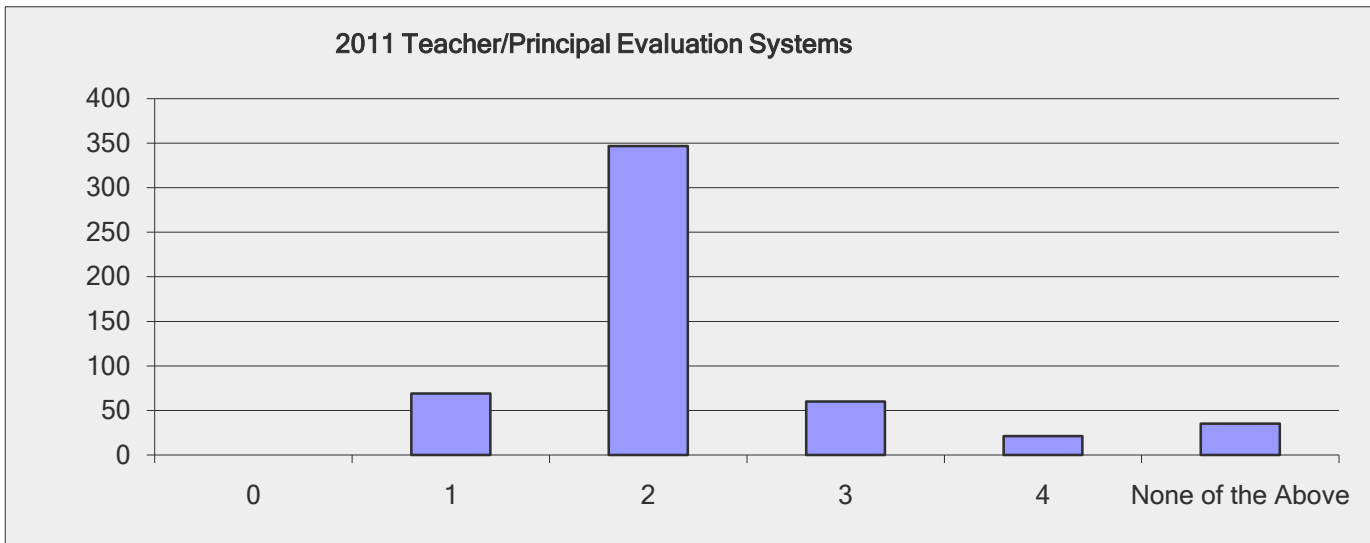
## Section 2. Teacher Evaluation System Section

4 observations per year - every other year
2 Times ever two years
2 observations during a formal eval year; tenured evaluated every other year
minimum of two observations - one formal
Twice every two years.
The District uses a Professional Growth Plan model which tenure teachers complete every year.
Every 2 yrs - Teachers choose either 3 walk through evaluations or 1 formal evaluation
If they had an overall rating of excellent
@ 4 observations per evaluation
At least once every two years.
or more if needed
Twice every two years
two times every other year
once to two times every 2 years
In an Observation year, tenured teachers may be observed four times or be observed once and write a PGP. In Non-Observation years, they write a PGP.
Formal (written) evaluations at the end of the year
observations are one week in length for each formal evaluation which happen twice every other year. Some tenure teachers get formally evaluated every year twice in the year for one week of observation each time. A final evaluation rating is given after 2 formal evaluations are completed
Tenured teachers complete a professional development project that takes 1-2 years. The cycle for evaluation is typically once every two years.
As a Catholic school we have no tenured teachers, so everyone is evaluated yearly. A teacher with 3 years or less experience is evaluated 2 times per year.
Two every two years
Tenured certified staff who receive in the prior school year an evaluation rating of above a "Satisfactory" may be evaluated once in the course of every two school years, although nothing shall preclude more frequent evaluations of any certified staff.
Two Formal observations every two years.

## Section 2. Teacher Evaluation System Section

**#4 - Identify the number of times per year non-tenured teachers receive formal evaluations in your district? (choose one)**

Answer Options	Response Count
0	0
1	69
2	347
3	60
4	21
None of the Above	35
Other (please specify)	63
<i>answered question</i>	
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



<b>Other (please specify)</b>
6
Non tenured teachers are evaluate twice a year for the first four years.
Or as needed.
or as needed
3 times for years 1 and 2, Twice for years three and four, more if needed
6 times per year / 2 announced and 4 unannounced
Again if needed
3 in year-1; 2 in years 2-4
Year 1: 5 times; Year 2: 4 times; Years 3 & 4: 2 times
2 in first two years, once per year for Years 3 and 4
1st year = 4 times and years 2 thru 4 = 3 times
twice in first two years; once in years 3 and 4
If warranted, a third evaluation may be conducted.
All non-tenured receive a formal evaluation annually; however, the number of formal observations & write ups vary from 1-4, depending on years of teaching.
2 times the first year and 1 time a year until tenure
Year 1 and 2 are 3 times/yr, Year 3 are 2 times/yr and Year 4 are 1 time/year

## Section 2. Teacher Evaluation System Section

4 observations per year for years 1 & 2; 5 observations per year for years 3 & 4
plus two informals
3 observations in years 1 and 2; 2 observations in years 3 and 4
If there are concerns number of evaluations are extended
Year one--4; Year two--2; Year three--2; Year four--2
minimum of four observations - two formal
They are observed at least 2 times per year, but they receive 1 formal summative evaluation per year
First Year = 3 evaluations, Second Year = 2 evaluations, Third Year = 1 evaluation Fourth Year 1 evaluation
year one 4, year two 2, year three 1, year four 1
1 per year but will be evaluated a 2nd time if 1st evaluation has any categories rated U
1st year teachers receive 2; all others receive at least one formal evaluation
First and second year teachers go through 3 observation cycles per year; third year two, and fourth year one observation cycle. A summative evaluation form is completed after the last observation is conducted.
2 formal and 3 walk through evaluations
It is Based on Years in District (i.e. first year teachers are formally evaluated 4 times; second year teachers 3 times; third year teachers 2 times; and fourth year teachers 2 times.
@ 4 observations per evaluation
At least two evaluations in each of the first two years and at least one evaluation in each of the second two years of non-tenure employment.
or more if needed
Observed at least twice a year, summative evaluation 1 per year
3X in year 1; 2X in years 2-4
4 in their 4th year
1st and 2nd year teachers - 2 formal evals (on-going informal); 3rd and 4th year teachers - 1 formal eval (on-going informal)
3 first year, twice 2nd yr, once third and fourth
yr 1: 3 evals, yr 2:2 evals, yr3 and 4: 1 eval,
6 per year
3 x year first 2 years; once per year in 3rd and 4th years
1st year twice, years 2,3,4 once
3 observations per 1 formal evaluation
Three times years 1-2; two times years 3-4
Five observations

## Section 2. Teacher Evaluation System Section

Non-tenured teachers in their first and second years are observed four times and two times in their third and fourth years.

Formal (written) evaluations at the end of the year

3 summative and 1 formative

1st yr-3times 2nd &3rd year-2 times 4th year-1 time

Three Observations and one Summative Evaluation

YR1 = 4 observations; YR2=3 observations; YRS 3-4=2 observations; all receive summative eval. report

the observations occur over 1 week twice a year during their non-tenure years. Each year a final rating is given.

First year teachers get evaluated 3 times a year; 2nd - 4th year teachers get evaluated twice a year.

Several documented walk throughs are used as well

As a Catholic school we have no tenured teachers, so everyone is evaluated yearly. A teacher with 3 years or less experience is evaluated 2 times per year.

Unlimited walk throughs throughout the year

1st year - 4 times; others are 3 times

Year 1 and 2 = 2 evaluations, Year 3 and 4 = minimum of 1 evaluation

Years 1 & 2 = 7; Years 3 & 4 = 4

All 1st and 2nd year non-tenured Teachers receive 4 formal evaluations. In years 3 and 4, they receive 2 formal evaluations unless Administration deems they require 4.

First year teachers receive 4

Some receive a 3rd evaluation

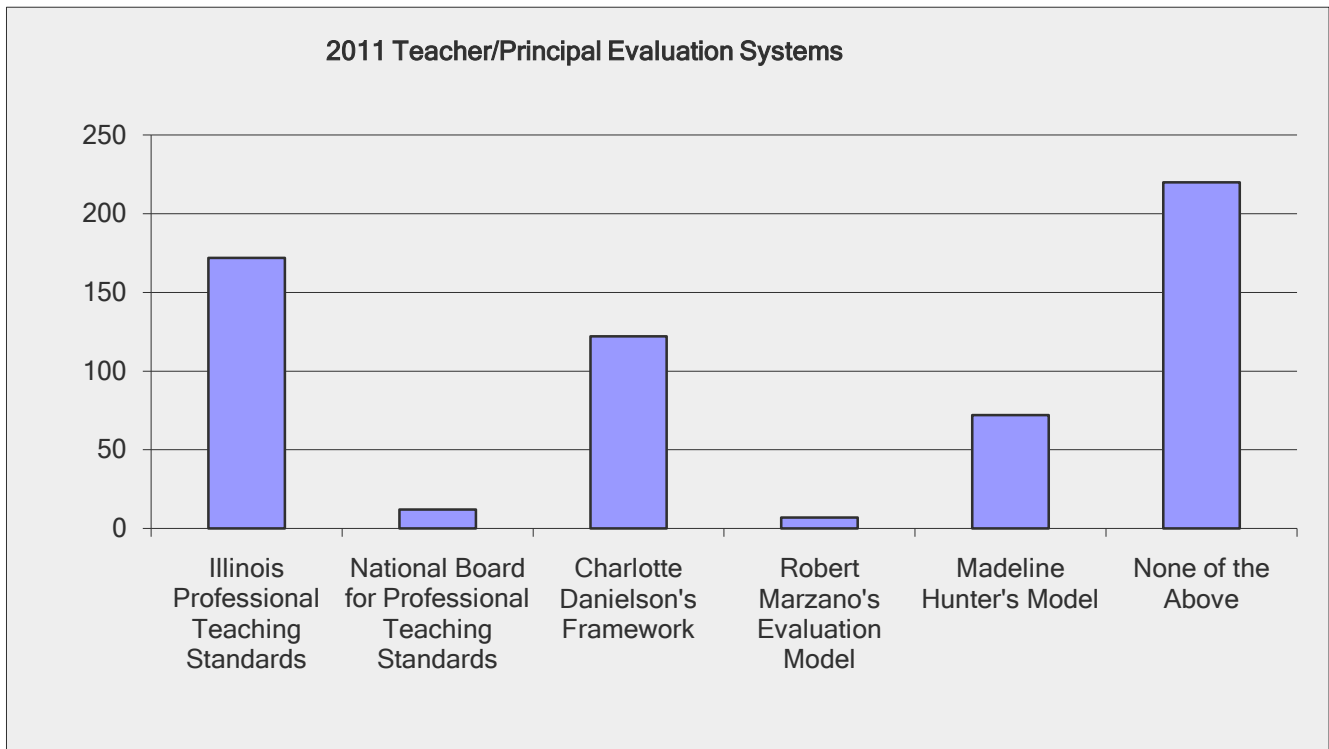
first two years require 2 evaluations third & fourth year require 1 evaluation



## Section 2. Teacher Evaluation System Section

**#5 - Is your district's formal teacher evaluation plan based on any of the following conceptual frameworks? (check all that apply)**

Answer Options	Response Count
Illinois Professional	172
National Board for	12
Charlotte Danielson's	122
Robert Marzano's Evaluation	7
Madeline Hunter's Model	72
None of the Above	220
Other (please specify)	43
<i>answered question</i>	<b>526</b>
<i>skipped question</i>	<b>0</b>



<b>Other (please specify)</b>
District compiled instrument
Unknown what the current system was based on.
Bellon Model of Instructional Improvement
Developed internally between teachers and administration
Designed by Teachers Union (IEA)
We are revising the "old" plan and we are moving toward Danielson's Model
It is bad
Differentiated Supervision Plan
District tool
Loosely on Danielson and Hunter
Combination of frameworks/categories. Ready for a new instrument.
model used is unknown - it includes concepts from several models
Not sure. It's been around forever.
The IPTS were loosely used to design the tool, which was developed in 2004-2005.
created by union and administration
Thomas McGreal Goal Setting
Our own that borrows from many frameworks.

## Section 2. Teacher Evaluation System Section

evaluation tool in teachers' contract

For the 2010-11 school year we have implemented the Professional Growth model of evaluation for tenured teachers.

Iowa Professional Teaching Standards

collaboration among district certified staff and administrators

We loosely use the Illinois Standards, are beginning to revise with the Danielson Model

Illinois State Guidelines for legality

We base the teachers' evaluation off of our hiring philosophy/tool (Ventures for Excellence)

extremely antiquated rating system, but moving to Danielson's framework

I inherited the tool when I was hired as Superintendent 6 years ago.

It is a combination of several plans. The plan has not be changed for over 6 years.

Non-tenure evaluations are based on Madeline Hunter's Model of effective teaching

Not really sure, it was here when I arrived

Evaluation tool developed by administration

McGreal

Elem is loosely based on Danielson; MS/HS does not follow a model

Collectively bargained

Union Approved Evaluation

{XXXXX} and BOE contractual agreement

ISBE's four areas of professional growth: pedagogy, assessment, content, and professional (personal)

Association Approved Model

{XXXXX} Certified Staff Evaluation Plan

Cognitive Coaching

Our ISBE approved plan is built around four standards: Instruction, Assessment of Learning, Classroom Management, and Personal and Professional Characteristics.

Model developed by administration and teacher union

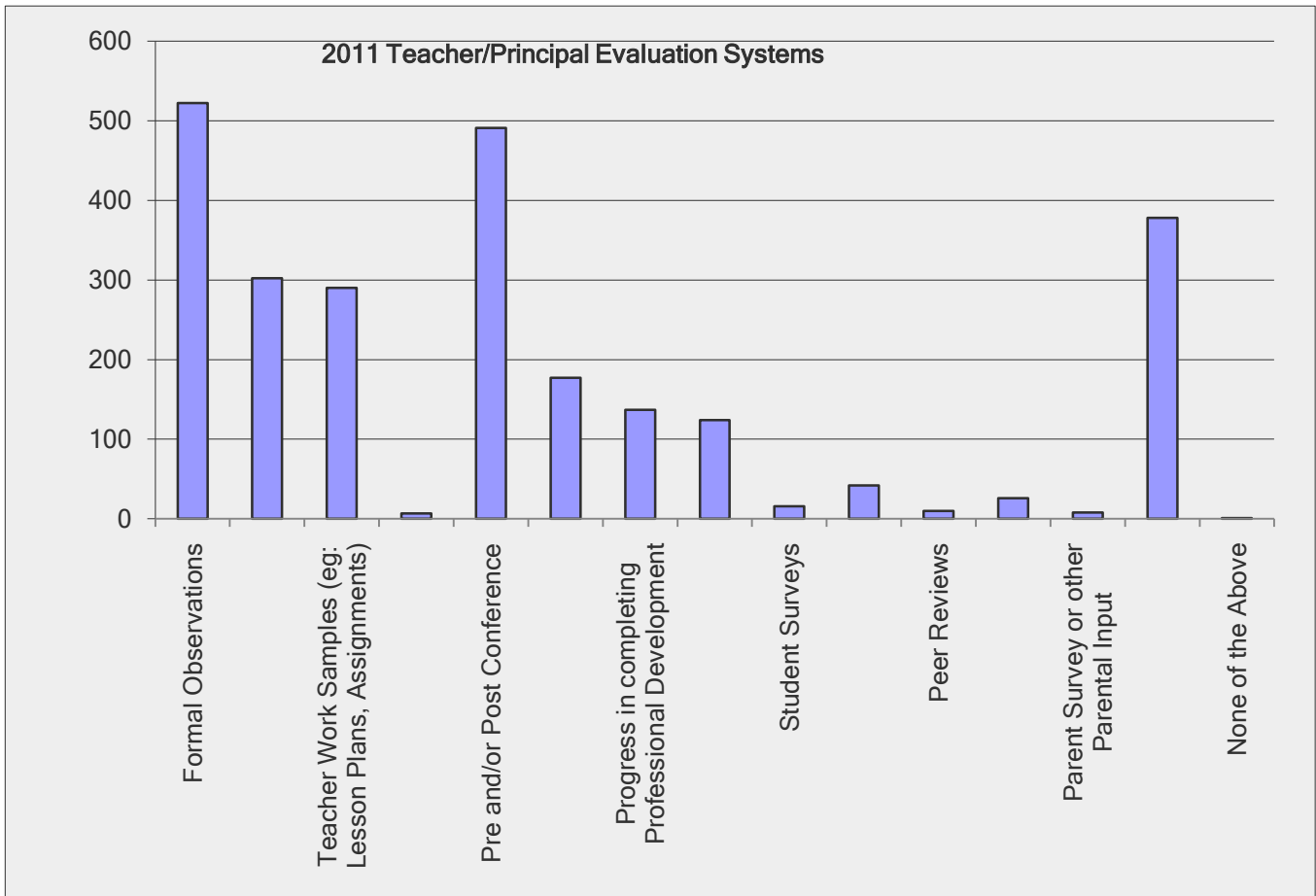
We are changing to Charlotte Danielson's Framework

Model Classrooms Project

## Section 2. Teacher Evaluation System Section

**#6 - What type of evidence does your formal teacher evaluation process, as described in your Board policy and/or Collective Bargaining Agreement (CBA), include? (check all that apply)**

Answer Options	Response Count
Formal Observations	522
Walk Through Observations	302
Teacher Work Samples (eg: Lesson Plans, Assignments)	290
Videotaping of teaching	7
Pre and/or Post Conference	491
Teacher Professional Development Plan	177
Progress in completing Professional Development	137
Teacher Self Evaluation	124
Student Surveys	16
Student Scores on State/District Assessments	42
Peer Reviews	10
Student Growth	26
Parent Survey or other Parental Input	8
Evaluator Narrative	378
None of the Above	1
Other (please specify)	15
<i>answered question</i>	
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



**Other (please specify)**

Teacher/Evaluator Goal Setting

Testing Trends

We're moving toward adding Student Growth

## Section 2. Teacher Evaluation System Section

We can do walk through--don't count toward formal evaluation.

Job Description

Professional Goals and Objectives Form

Professional Responsibilities

Other evidence from above is also used, but not specified by CBA or policy

Evidence for non-observable standards (9-11) may be presented by the teacher

Teacher's professional goals

Differentiated

Neither Board Policy nor the contract contain specifics regarding the teacher evaluation process/contents

artifacts that demonstrate competence in each domain of evaluation

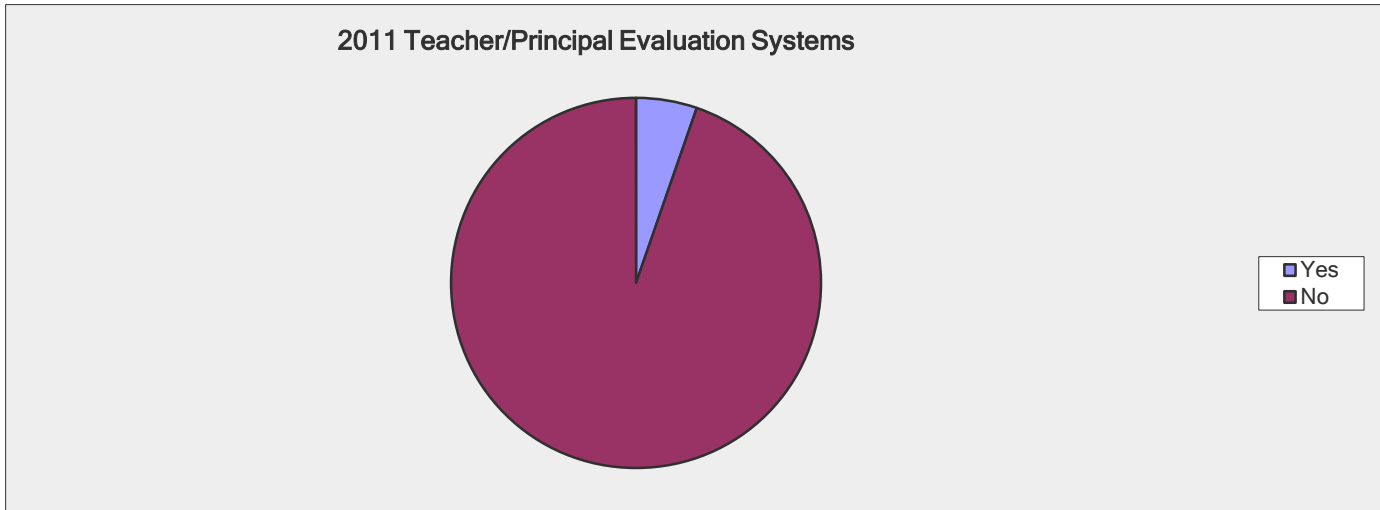
Informal Observations

Student work, organizational skills, time management, leadership, portfolio, peer coaching (depending on the evaluation model the teacher chooses)

## Section 2. Teacher Evaluation System Section

**#7 - Does your district currently use a measure of student growth as a significant factor in the evaluation of teachers?**

Answer Options	Response Count
Yes	28
No	498
If Yes, please explain how "significant" is used	37
<i>answered question</i>	
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



If Yes, please explain how "significant" is used
My annual expectation for teachers is to use student ISAT and DIBEL data to generate specific student or student group goals as well as ongoing grade level goals. These goals are reviewed by me and updated each year by the teachers.
Although the district does use a growth model on all local assessments. It does not use this information to evaluate teacher performance based on teacher contract. It uses this information to meet student needs
Measures of Academic Progress Assessment is administered K-8 three times per year; we look to see that students are meeting their target growth goals for each testing season.
Student growth is monitored by the administration and school board. Discussion of student growth is a part of the teacher/principal evaluation process.
significant means major trends in student growth is a portion of the evaluation process, but not a significant portion
Analyzation of student test scores on ISAT and other local assessments.
We plan to do this for next year though
We compare student assessments(Aimsweb)-norm reference tests. etc. and standardize to note any consistent lack of student performance from a particular teacher and noted in the "classroom instruction" portion of the evaluation. Any one item lacking is sufficient to remediate, not an overall rating. This is not formalized as a specific heading.
We consider it in areas where we have measures, but it is part of the overall appraisal framework.
We use pre and post exams for each course. We want to know how much we grow each student from the beginning of the year to the end of the course.
FYI - For the 2011-12 school year, the negotiated contract with the union includes an additional stipend for the entire staff if a specified percentage of students (from the district) meet their target growth on MAP testing.
We have section that deals with "instructional strategies" that directly impacts student growth. Do we use a percentage, formula, number? Student growth is individualized. Not sure how that works.
More as a trend to see how a teacher does over time and are the holes in our curriculum that need addressed.

## Section 2. Teacher Evaluation System Section

We utilize two progress monitoring programs for evaluation of math and reading in addition to state testing requirements.

As a measure of any trend over time and any holes in the curriculum that would need addressed.

It is listed as a part of the evaluation.

It is a factor in the evaluation.

Major concern in evaluation.

Students are supposed to make a years growth every year and that is an important part of their evaluation.

At the elementary the principals openly discuss growth of students with each teacher using DIBELS

We decide teacher placements, teacher training based on what we feel is an area to improve or change

The District emphasizes Assessment Literacy, where teachers identify learning objectives and measure student mastery of those objectives on a regular basis.

All teachers are required to set student performance goals, but these goals play only a small role in the overall evaluation.

Many questions on teacher evaluation tool takes into account the student growth.

Not necessary we are an exceeds school

50% of the goals set MUST be centered on student growth.

All use EPAS data

We review ISAT and MAP class profile assessment results with teachers however, because of CBA we do not use the results as a significant evaluation factor.

Test scores are assessed annually and discussed at evaluation. Rtl mtgs assess student growth and progress and target planned interventions to spur growth to specific areas.

All of the indicators are factored in.

We do not use it as part of the formal evaluation but are teachers are made aware of student growth through our benchmark assessments.

We have discussed this and it will happen in the future.

Meeting or exceeding ISAT

Plan calls for review of data and student progress. Assessment measures are part of the student record accessible to all staff for every child.

We are including student data in every evaluation, as our teachers are analyzing student data in their PLCs this year; we thought a great opportunity to include in evaluation.

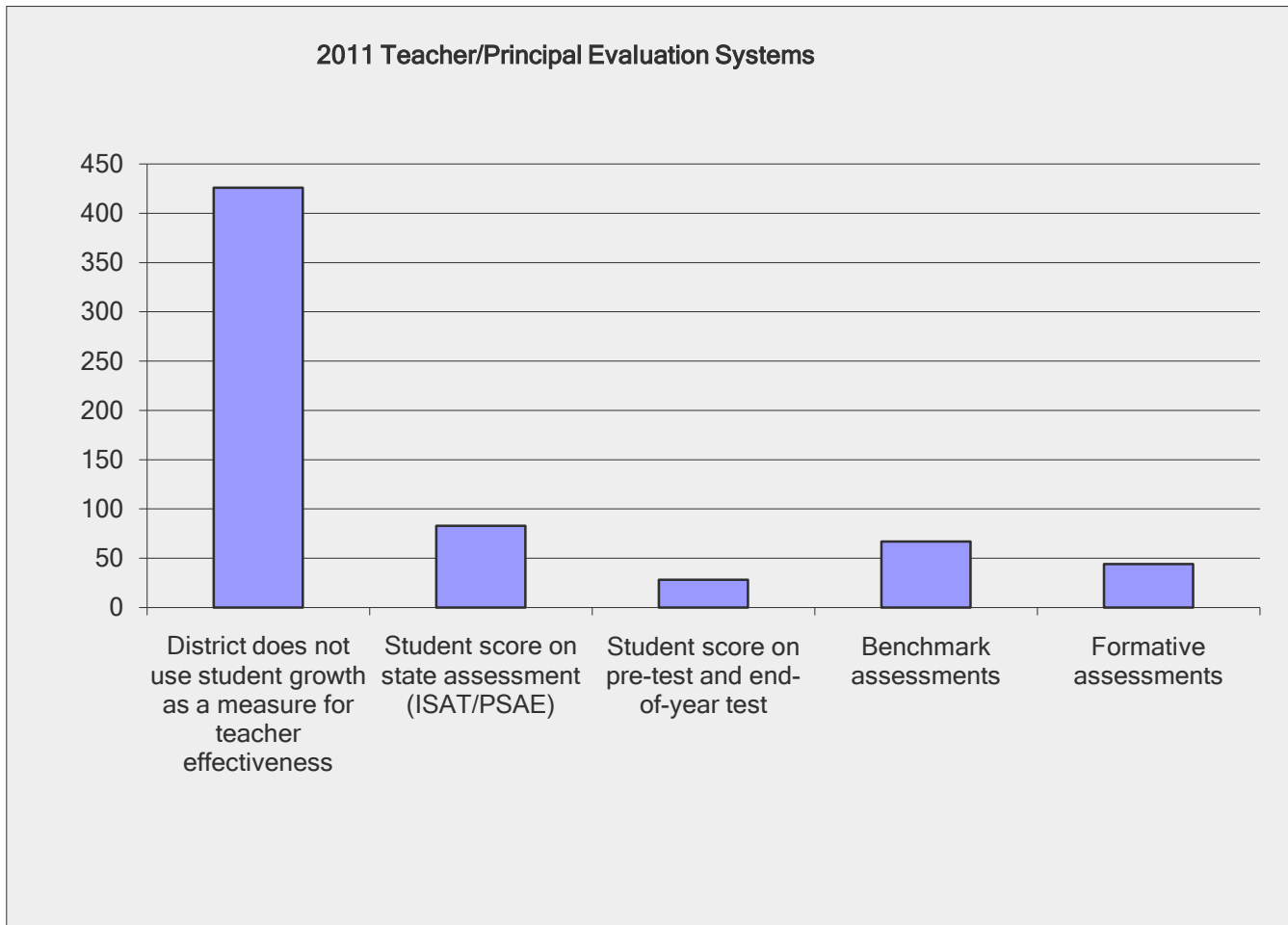
Benchmark assessments expectations are established and are a part of the evaluation discussion.

Each teacher's scores are reviewed against the previous year's scores of the class and against the following year's scores of the same class to determine if the teacher instruction has dropped significantly. The areas of deficiencies are reviewed against the action Plan (pacing) and the benchmark tests given to assess the learning standards to determine if the teacher taught the areas of deficiencies, if the students received interventions, and what support was received by the teachers during the year she received the students. During the year of his/her low scores, the teachers is provided support in those areas where needed. If the teacher does not improve, the teacher is placed on remediation. If he/she still does not improve they are removed. If he/she improves, he/she/ remains under monitoring.

## Section 2. Teacher Evaluation System Section

**#8 - What measures does your district use to define student growth, to evaluate the performance of teachers? (check all that apply)**

Answer Options	Response Count
District does not use student growth as a measure for	426
Student score on state assessment (ISAT/PSAE)	83
Student score on pre-test and end-of-year test	28
Benchmark assessments	67
Formative assessments	44
Other (please specify)	20
<i>answered question</i>	
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



Other (please specify)
Trends on ITBS and AimsWeb
we don't currently but we plan to - also MAP from NWEA
Again, this is applied to a general heading in the evaluation tool and not a specific title.
We use many measures of growth, but for the current school year, we do not use the data to evaluate teacher performance.
Aimswebb and ITBS /tests
We use a variety of tests, AIMS Web, Study Island, Discovery Education, Reading Assessments, and ISAT

## Section 2. Teacher Evaluation System Section

Other forms of student growth are acceptable upon administrative approval.

CBA keeps us from formally using student growth to evaluate teacher performance.

MAP and CBM

See #7 However, we informally keep track of such things to look at teacher effectiveness - ISAT/PSAE

Local assessment, last year ITBS. This year we will be using AIMS web.

There are far too many variables beyond the control of the teacher or the school in overall student growth

NWEA (MAP)

if large fraction are not progressing (per standard assessments and grades) it is addressed in eval.

We are just beginning to use these formally, but without any consequences at this time. Incorporating this year to get teachers used to the process in evaluation

Student growth is imperative

In formal evaluation the evaluator discusses test results that appear to below standards.

It is not included as part of the evaluation process at this time, but will be in the upcoming school year.

We also look at student classroom performance

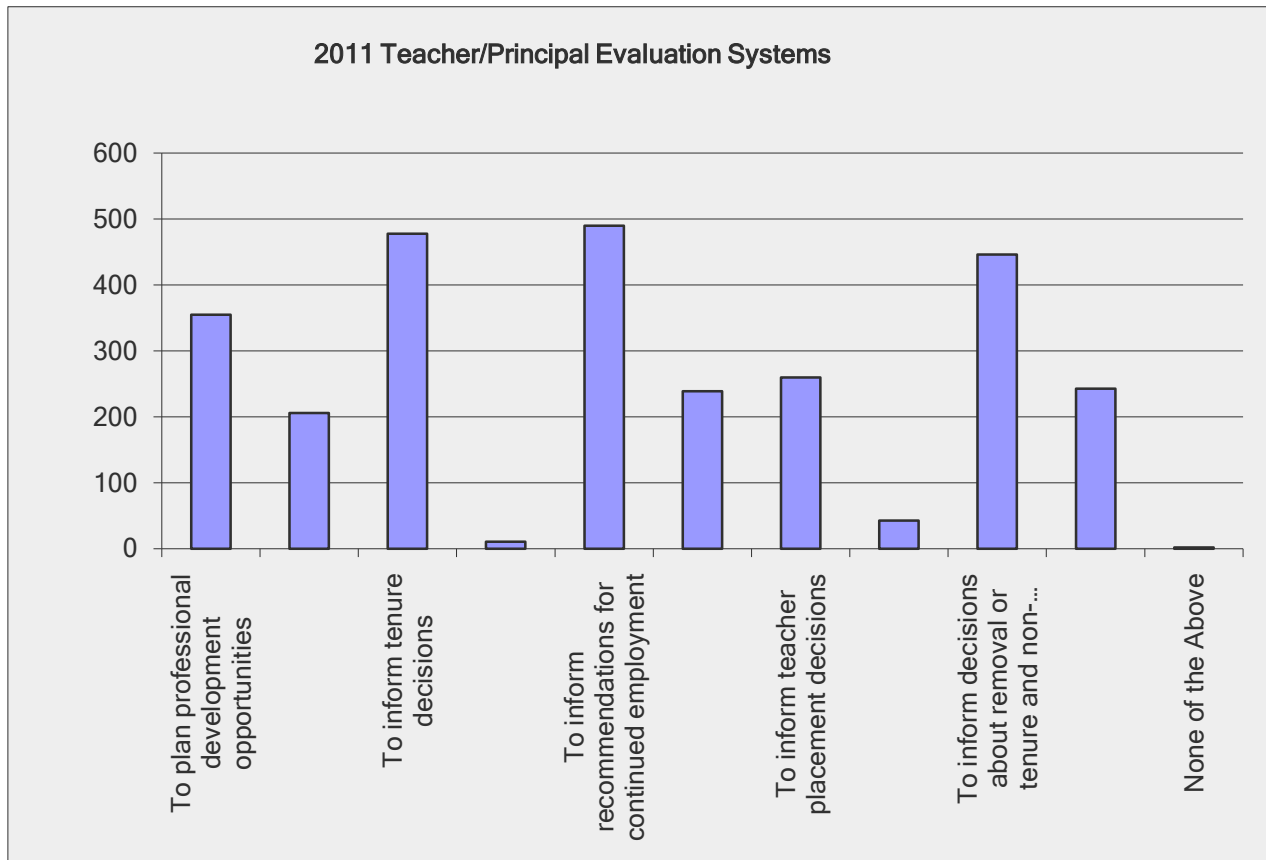
ITBS Spring to Spring Scoring.



## Section 2. Teacher Evaluation System Section

**#9 - How does your district use the results from your teacher evaluation system? (check all that apply)**

Answer Options	Response Count
To plan professional development opportunities	355
To inform a teacher's professional development plan	206
To inform tenure decisions	478
To inform compensation decisions	11
To inform recommendations for continued employment	490
To inform selection of teachers for specific roles and duties	239
To inform teacher placement decisions	260
To inform decisions on teacher awards or recognitions	43
To inform decisions about removal or tenure and non-tenure	446
To identify priorities for school improvement	243
None of the Above	2
Other (please specify)	7
<i>answered question</i>	
<b>526</b>	
<i>skipped question</i>	
<b>0</b>	



<b>Other (please specify)</b>
To improve instruction
Formative evaluation: To improve the quality of the individual teacher
Direct connect between evaluation, goals, professional development and school improvement.
Compensation decisions: we have the latitude in our contract to not move a teacher down the salary schedule if we feel they are not meeting district standards.
To identify Mentors
To discuss strengths and weaknesses noted to improve effective teaching.

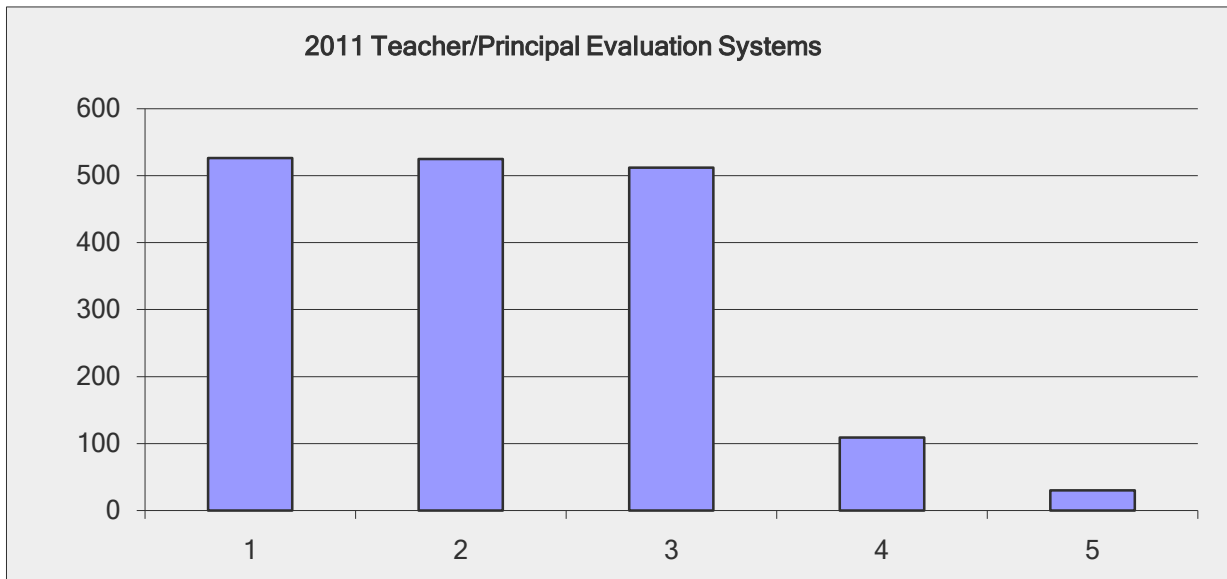
## Section 2. Teacher Evaluation System Section

The tool is intended to promote professional development and it is a collaborative effort between the teachers and administrators. Because we are a community of learners who value continuous improvement, the focus of the plan is personal growth for the educator.

## Section 2. Teacher Evaluation System Section

#10 - As described in your Board Policy or Collective Bargaining Agreement (CBA), list the rubric rating scale category names such as Excellent, Satisfactory, or Unsatisfactory using 1 as the highest/most accomplished in the table below. If your scale has fewer than 5 categories list only those categories used by your school district.

Answer Options	Response Count
1	526
2	525
3	512
4	109
5	30
<i>answered question</i>	
	526
<i>skipped question</i>	
	0



<u>Responses</u>	<u>#1</u>
Excellent	460
Superior	18

Only responses with 10 or more are listed

<u>Responses</u>	<u>#2</u>
Satisfactory	436
Excellent	18
Proficient	16

<u>Responses</u>	<u>#3</u>
Unsatisfactory	407
Satisfactory	46
Needs Improvement	32

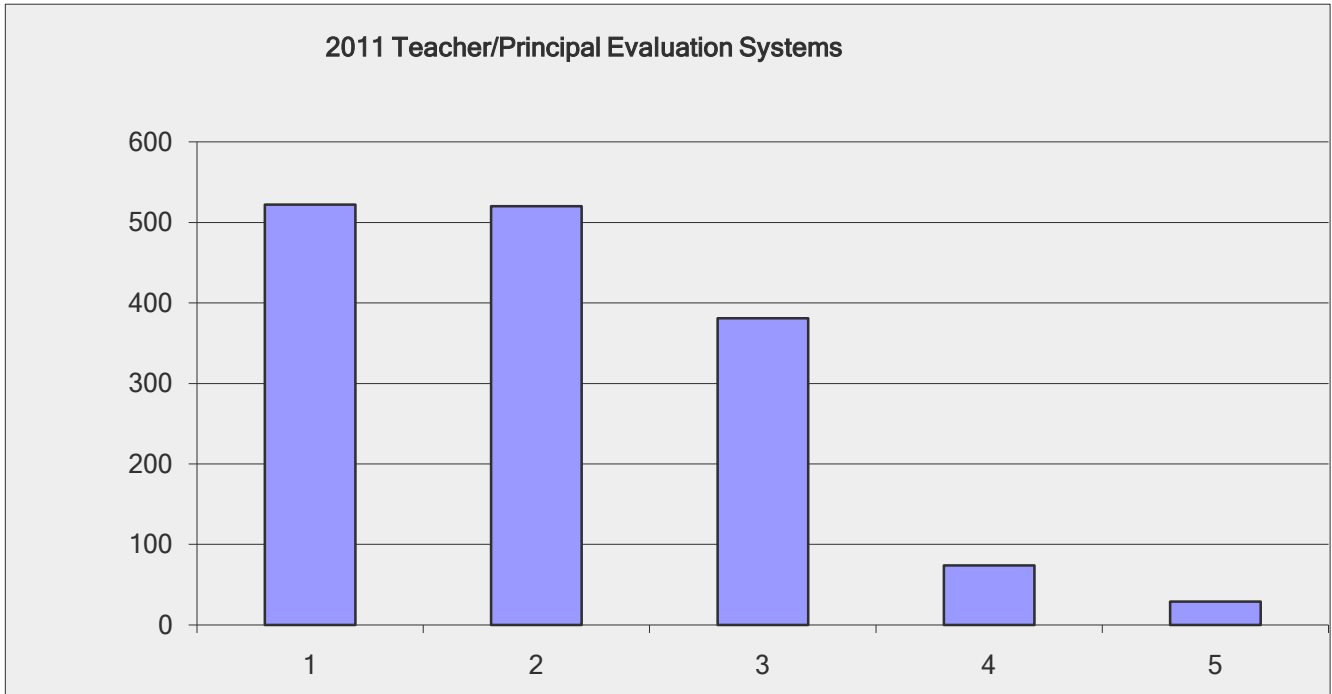
<u>Responses</u>	<u>#4</u>
Unsatisfactory	63
Needs Improvement	12

<u>Responses</u>	<u>#5</u>
Unsatisfactory	22

## Section 2. Teacher Evaluation System Section

#11 - Using the rating scale listed in the question above, and the corresponding lines below, enter the number of teachers rated in each of the categories during the 2009-2010 school year.

Answer Options	Response Count
1	522
2	520
3	381
4	74
5	29
<i>answered question</i>	526
<i>skipped question</i>	0

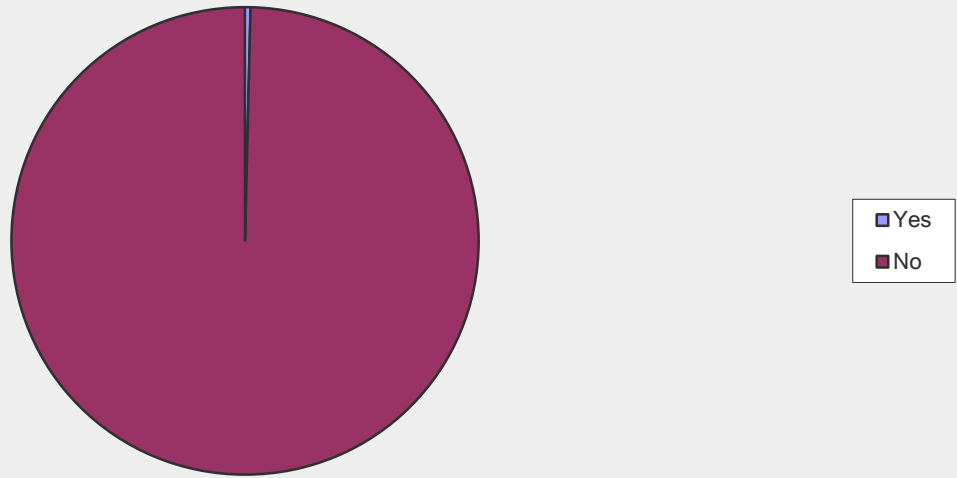


## Section 2. Teacher Evaluation System Section

#12 - Do you publicly report the total number of teachers in THE DISTRICT rated at each summative performance rating or level each year?

Answer Options	Response Count
Yes	2
No	524
<i>answered question</i> 526	
<i>skipped question</i> 0	

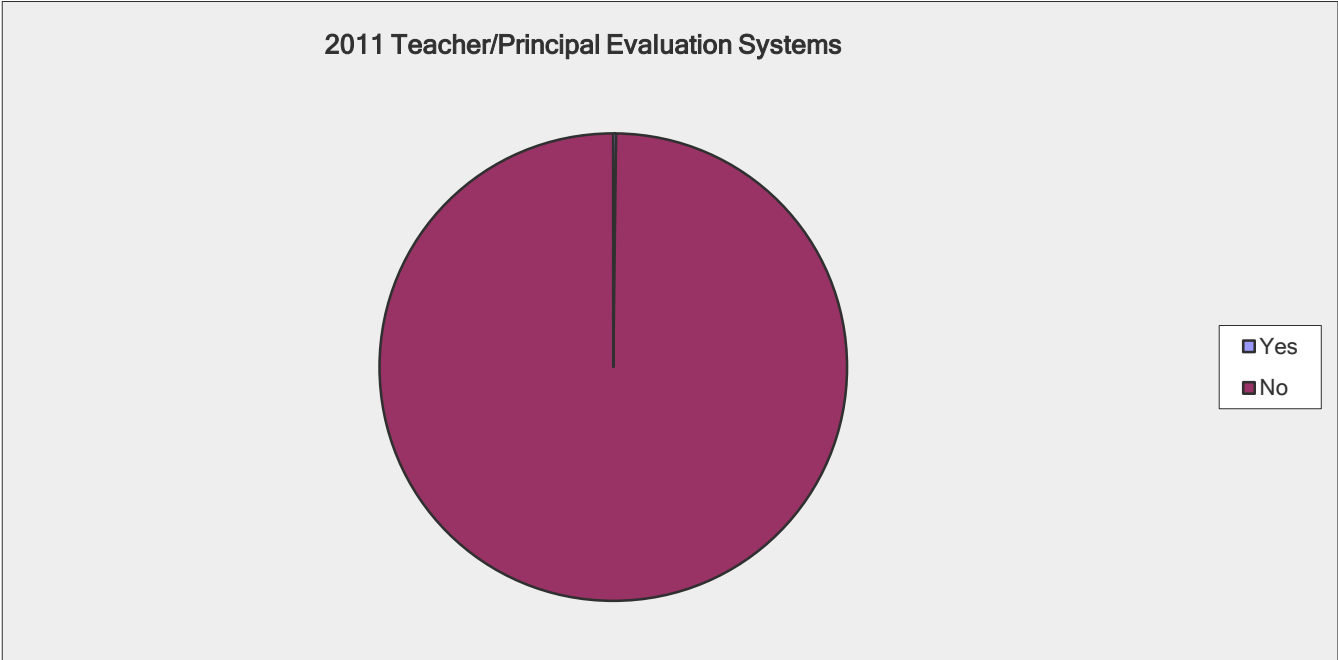
2011 Teacher/Principal Evaluation Systems



Section 2. Teacher Evaluation System Section

#13 - Do you publicly report the total percentage (including numerator and denominator) of teachers in THE DISTRICT rated at each summative performance rating or level each year?

Answer Options	Response Count
Yes	1
No	525
<i>answered question</i> 526	
<i>skipped question</i> 0	

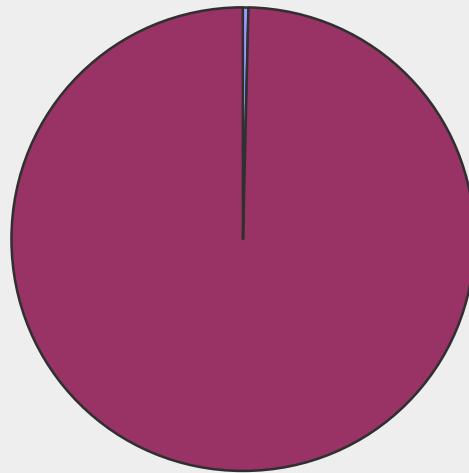


## Section 2. Teacher Evaluation System Section

#14 - Do you publicly report the total number of teachers in EACH SCHOOL rated at each summative performance rating or level each year?

Answer Options	Response Count
Yes	2
No	524
<i>answered question</i> 526	
<i>skipped question</i> 0	

2011 Teacher/Principal Evaluation Systems



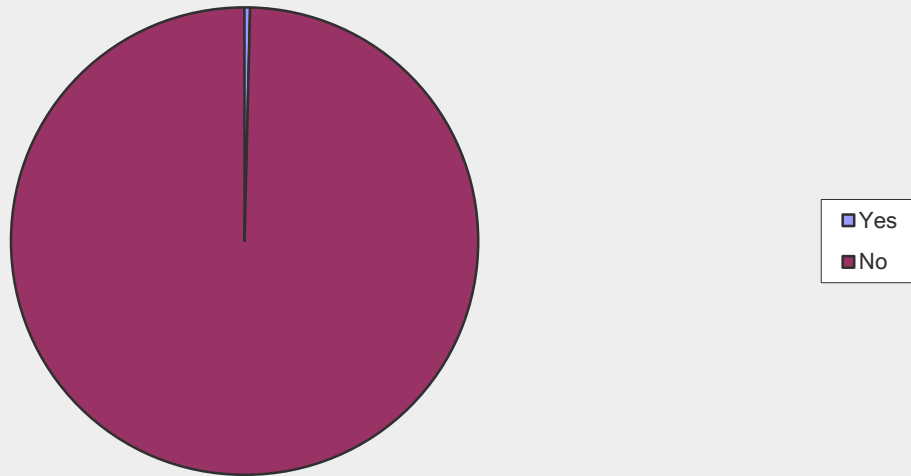
■ Yes  
■ No

## Section 2. Teacher Evaluation System Section

#15 - Do you publicly report the total percentage (including numerator and denominator) of teachers in EACH SCHOOL rated at each summative performance rating or level each year?

Answer Options	Response Count
Yes	2
No	524
<i>answered question</i> 526	
<i>skipped question</i> 0	

2011 Teacher/Principal Evaluation Systems

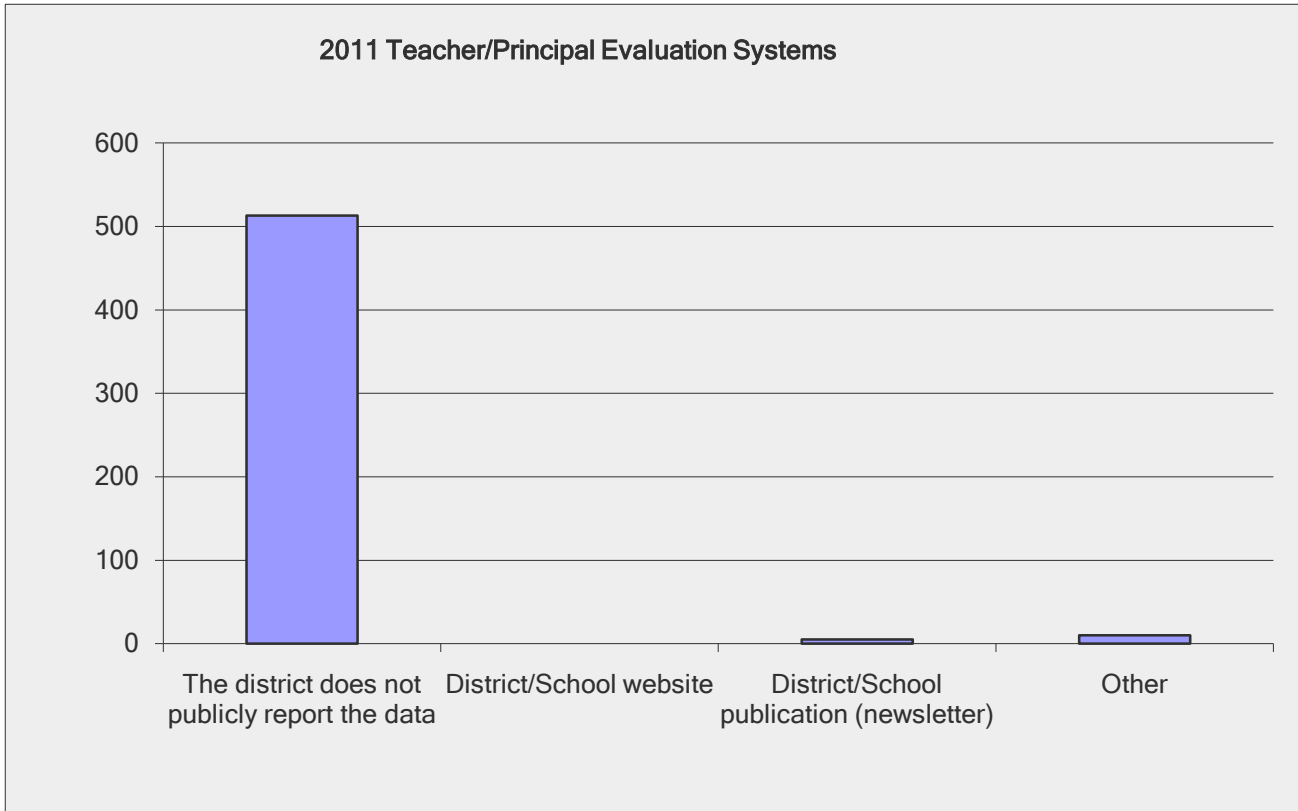




## Section 2. Teacher Evaluation System Section

**#16 - How does your district publicly report the data about teacher evaluation ratings? (Check all that apply)**

Answer Options	Response Count
The district does not publicly report the data	513
District/School website	0
District/School publication (newsletter)	5
Other	10
Other (please specify)	15
<i>answered question</i>	<b>526</b>
<i>skipped question</i>	<b>0</b>



Other (please specify)
# satisfactory or above and # unsatisfactory in open meeting
An overview of teacher evaluation is done with the Board of Education during executive session.
Board minutes reflect that all evaluations are completed and all are satisfactory
The ratings are reported to the board of education during executive session.
I speak about the evaluation process at school board meetings which are streamed on our website.
This is confidential information
Report at school board meeting
We do not publish our evaluation ratings.
We only discuss these with the board and the staff if there are problems
We only show employment notice in Feb & Mar for the next school year
The District shares ratings with principals and department chairs
A report is provided annually to board of education members during a regularly scheduled public monthly meeting.
It is discussed at a School Board meeting. In Board minutes
We don't
At the public board meeting.

## Section 2. Teacher Evaluation System Section

#17 - If you use a website to post the evaluation data, please list the URL below.

Answer Options	Response Count
URL	*
<i>answered question</i>	1
<i>skipped question</i>	525

\* The reported information is blocked for the purpose of confidentiality.

## Section 2. Teacher Evaluation System Section

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

Answer Options	Response Count
	90
<i>answered question</i>	90
<i>skipped question</i>	436

# 16 does not have a box to check for other so I checked publication newsletter, but we do not do that unless the local newspaper prints the report from open meeting

This year we changed our teacher evaluation ratings to: Excellent, Proficient, Needs Improvement, and Unsatisfactory based upon information we received from ISBE. Our district will have a district-wide committee that will work on the student growth model evaluation for teachers.

Teacher Evaluations in my mind are confidential and are used to improve a teacher's performance not to criticize or embarrass a staff member.

Next year, we will be implementing a new evaluation tool based on Danielson's Framework for Teaching.

1. This is the district's first year using a new evaluation system and instrument for teacher evaluation. 2. Our ratings were changed to the ratings listed above in January 2010. 3. The ratings listed above are an approximation. Last year the vast majority of our teachers were rated as excellent using the old instrument. This year the results have many more teachers listed as proficient in addition to a few with a needs improvement rating.

I am new to the superintendency of our district this year. I have attempted to gather data as accurately as possible concerning last year's evaluations.

Our teachers evaluation plan is old, however the union is reluctant to change it, over the years on at least two occasions a committee has been formed to design a new plan, that conforms with state standards better, but the higher ups at the (IEA) level say no.

{XXXXX} changed its evaluation tool for the 2010-2011 school year and is now using a rubric loosely based on the Charlotte Danielson framework. The rubric category names are now Excellent, Proficient, Needs Improvement, and Unsatisfactory.

We have engaged in a two year process to revise our evaluation tool. Last year we piloted a Danielson model and this year we have adopted four standards for final ratings. Excellent, Proficient, Needs Improvement, Unsatisfactory. We brought in a member of the Danielson group the last two summers for one day seminars for our administrators and staff.

We obtained a waiver to go to the two tier system. The reason for the two-tier rating is that the staff desired to focus their attention on a solid critique for improvement without spending unnecessary time defining many levels in a rating system, rather than on steps for improvement and areas to expand their knowledge of best practices. We have found the discussions much stronger and it is viewed as a continual learning process. The simplified rating also makes it clear when teachers do not meet expectations and steps needed to take for improvement. The outstanding educators know they are ... and they did not feel they needed a "rating" to reinforce that.

Non-Tenured Teacher evaluation is not included in CBA and is different than tenured teacher evaluation . Non tenured teachers are evaluated 6 times per year (4 unannounced and 2 announced observations per cycle), and tenured teachers are evaluated once every two years (one announced and one unannounced observation per cycle). Non-tenured Final Evaluation ratings are Recommended without reservation, Highly recommended, Recommended, Recommended with reservations, and Not recommended. Of the 88 non-tenured teachers evaluated during the 2009-2010 school year, {XXX} were not recommended, {XXX} were recommended with reservations, {XXX} were recommended, and {XXX} were highly recommended.

## Section 2. Teacher Evaluation System Section

We are in the process of negotiating with the teachers' union to establish a new instrument based on the Charlotte Danielson Framework.

We have 2 part-time teachers who have worked for the school district for 8 or more years. They are still considered probationary teachers but we now evaluate them on the every other year schedule like tenured teachers.

Needs to be updated.

We have a waiver for the rating portion of the evaluation system. Even though there is not a formal summative evaluation completed annually for tenured staff, the system does require at least an observation annually, therefore I indicated that all tenured teachers were evaluated in question #1. We are in the process of reviewing this system and are awaiting direction from ISBE on the changes they are implementing before we move forward.

Four years ago we developed a new evaluation document for certified instructional staff. This document had four criteria and was rejected by ISBE because it could only have three criteria. We are told the state is moving to a document of four criteria. It appears we can change our document back to four criteria which was based on the evaluation framework from Marzano and Danielson. The teacher association willingly agreed to our document.

A pretty poor system-Everyone thinks they should be excellent and the descriptors are generally vague in nature. We were moving forward but since the state is going to come out with a "sample" the union chose to stop the process.

We educate students in two alternative schools and an Early Childhood classroom. Our teachers do not earn tenure and so we do not follow the laws as they apply to tenure. Our evaluations are based on the job descriptions.

Charlotte Daniel's model takes too much time. It must be a check off. THE {XXXX} needs to add "Good" to their evaluation.

The current evaluation instrument has been in place since May 2004. It includes the categories: attendance, planning, instructional methods, classroom management, and subject matter competency. The district is looking forward to a new evaluation document based upon the Charlotte Danielson framework, but is waiting for the ISBE document to begin discussions with the union.

We are waiting on the ISBE template to begin developing a new teacher evaluation plan.

Our current evaluation system is scheduled to be reviewed this Spring to bring it into compliance with the new teacher evaluation law and school code. The performance rating system and all other requirements of the new teacher evaluation law will be addressed and implemented prior to the 2011-12 school year.

We are an alternative safe school. While we try to use student growth data, sometimes the amount of time a student spends with us makes it difficult to do this.

We have put a hold on any revisions, waiting to see what the State will require.

In 2009-2010 a committee of six administrators and six teachers participated in a study of Charlotte Danielson's Framework. In 2010-2011 each principal facilitates monthly professional development on the Framework. In 2011-2012 the framework will be used to rewrite the district's teacher evaluation plan.

{XXXXX} is a small school (200 students) in a high poverty low-economic suburban area south of Chicago. The teachers usually start and end their careers in out school. Evaluations are used to give teachers feed-back on what they do in their classrooms and they are allowed to ask the principal what they would like the principal to look at when they present a lesson. Their scores don't need to be shared with the community as they have no impact on how well the teachers deliver instruction or how much extra time they put into their teaching day.

## Section 2. Teacher Evaluation System Section

We currently use a checklist format - we have worked on the development of a new model that is based on Danielson's Framework, but it has not been implemented to date as it was not approved by our union.

It's terrible! There needs to be rubrics to clarify what is being evaluated as in Charlotte Danielson's Framework (not just subjective evaluation), and areas specifically targeted to improve student achievement. I believe we should be using a universal evaluation for teachers and a universal evaluation for administrators (one for principals/one for superintendents) so they are being evaluated in the same way their peers are! A lot of the teacher evaluations are tied to teacher contracts, therefore the evaluations are sometimes downgraded, and can't be changed because of contract issues. This is not in the best interest of children!

I would have to review all of the teacher ratings to determine the number of teachers rated as satisfactory or excellent. The process of evaluation of teachers is shared between Division Chairs and Building Level Administrators. I would be informed of an unsatisfactory rating for a teacher whether they are tenured or not. A "Satisfactory" rating would indicate that the evaluator would be working more closely with the teacher, whether tenured or not. I would not necessarily be informed.

We do not rate non-tenured teachers as excellent, satisfactory or unsatisfactory. Their evaluation system consists only of a narrative report.

During the 2009-10 school year our evaluation committee spent many hours developing a professional development strand of evaluation. We are using that instrument this year and we are encouraged by the teachers' response to the model. We have started talks regarding the use of student performance in the evaluation process, but we have not yet implemented any use of student performance data yet.

For the 2009-2010 school year the summative form reflected the performance categories of Excellent, Satisfactory, Unsatisfactory. For the 2010-2011 school year the category ratings of "Meets Expectations" and "Does Not Meet Expectations" are in effect.

We are currently in the process of updating our teacher evaluations to be more aligned with the Charlotte Danielson's Framework as well as adding the new rating of needs improvement. This new evaluation uses a scoring system that will allow teachers to see more clearly the domains and components which are excellent or may need some improvement. Each teacher is being trained in the new evaluation system and given a rubric of what is expected in each category to reach a particular rating.

We are applying for the School Improvement Grant Section 1003(g). If awarded, the union has agreed to create a new evaluation system that will include student growth. The timeline agreed upon is to pilot the new instrument during the 2011-2012 school year and implement in 2012-2013.

A new evaluation plan and instrument based on the Charlotte Danielson Framework for Professional Practice is currently under review and is expected to be sent to the Board of Education and the Teachers' Association for possible adoption before the end of the current school year.

Non-Tenured Teachers are rated Satisfactory (meets expectations) or Unsatisfactory (does not meet expectations) only.

Regarding Q 11: Only some of our teachers, who were evaluated, received a summative, overall rating at the end of the evaluation process. Thus, to report partial data would be misleading.

As a district we only publicly acknowledge group academic performance on ISAT and IOWA. Currently, we are at the 98% reading and math. We focus on student growth and success.

Non-tenure teachers receive one summative evaluation and at least three formative evaluations.

This is our pilot year in an attempt to meet the requirements of PA 096-0861

## Section 2. Teacher Evaluation System Section

We moved to the new 4 categories of evaluation this year....last year we used 3 categories: excellent, satisfactory, unsatisfactory. The date reported in question 11 reflects the ratings in these three categories.

{XXXXX} is currently piloting a new evaluation system that is based on the Charlotte Danielson Framework for Teaching. It is our intention to have a revised system in place for the 2011-2012 school year.

Our system is somewhat traditional, but we are looking forward to adopting a model that effectively helps us evaluate teachers according to student performance as one of the factors of overall teacher effectiveness.

Student growth is not a key component in the teacher evaluation, but the last two years we have included student growth examples within the evaluation to indicate how students are achieving for any given teacher.

We are currently updating the evaluation instrument. We are using various items to update the instrument. One key component we will be referring to, is the Danielson Model. We are incorporating the following (excellent, proficient, needs improvement and unsatisfactory) categories.

The current teacher evaluation instrument is being revised by a district wide committee comprised of teachers, building administrators, district level administrators and {XXXXX}, a consultant for the Charlotte Danielson group. Two building administrators are piloting a draft instrument in their respective buildings this school year. After a short revision period, the new instrument will be proposed by the committee to the {XXXXX} and the {XXXXX} Board of Education for adoption.

For question 11, we do not aggregate that data and keep it in a central location. To answer the question specifically would require that we go through hundreds of personnel files to compile the information.

{XXXXX} is in the process of reviewing and modifying the current teacher evaluation system. We are moving toward a domain system involving rubrics for each domain. We will be meeting with the {XXXX} (teacher's union) during the 2011-2012 school year to work collectively on this document.

The district has a very old evaluation form. We are in the process of creating a new form for the 2011-2012 school year. 50% will be based on the Danielson model, and 50% will be based on student growth.

Differentiated Evaluations were added several years ago for tenured staff that administration felt had a solid plan to attempt in their classroom. It might be a different type of instructional method, new curriculum, classroom management method, or research, etc. Some do this by themselves, some work w/grade level colleagues. We have found this to be very useful and helps teachers try new strategies w/out fear of failure.

The entire system is in need of overhaul. The system is not effective. Of course, if identifying teachers as unsatisfactory didn't involve a year of your life or more in wasted paperwork; more staff would probably be identified. However, in the current system, there is a disincentive to honest evaluations.

Our administration hates our evaluation tool. We are moving to Danielson's work, but it requires collective bargaining and teachers are all leary of performance eval components. Legal requirements will certainly help.

The District is working with our teacher association to improve our teacher evaluation system. We are using Charlotte Danielson and Robert Marzano research as a foundation.

Do not currently have website...in the works as we speak

No comments

None.

The evaluation instrument used at {XXXXX} is a negotiated instrument.

Question 11. Is an estimate - I have not reviewed each file.

## Section 2. Teacher Evaluation System Section

We plan to contract with the Consortium for Educational Change during the 2011-2012 school year to revise our teacher evaluation plan, expanding to four rating categories and allowing for future insertion of student performance and growth indicators as components of teacher effectiveness.

If we are required in the future to report the number of teachers who receive a specific rating I think all of our elected legislators in the State of Illinois should be evaluated and their ratings communicated to everyone in the State of Illinois. Both teachers and legislators are paid by the taxpayers of the State and should be held to the same standard of reporting.

We have been using the Danielson model for 12 years. 2 years ago we changed the evaluation tool, still using the Danielson model with more ownership on the teacher to demonstrate effective teaching practices. This year we are including review of data and student progress with classroom assessments in the evaluation ( all teachers are involved in this process, even if not evaluated), however the evaluation format and process does not have incentives or consequences for student performance. With the incorporation of student performance in evaluation in 2015, we decided to move forward and begin the process now.

I am new to this district. The teacher/principal evaluation tool is a very standard format. I am awaiting recommendations from ISBE regarding changes in teacher tenure and evaluation. Then I plan to begin to develop a new evaluation tool.

We are currently working with the collective bargaining unit to implement a new teacher evaluation model based on Charlotte Danielson. This new model will be fully implemented by the 2012-2013 school year. After the full implementation, we will also be working towards the development of an agreed upon measure of student growth that will be added to the evaluation model by the year 2015.

We are currently in the process of updating and changing our plan. Our current considerations include Charlotte Danielson.

We have worked with our union in moving to the Charlotte Danielson Framework and have found that it is an excellent teaching model for our teachers. As a result of this change the instruction at all levels has been greatly improved. We are interested in taking the next step to align our evaluation tool with Race to the Top standards and expectations.

By our current definition, all non-tenured teachers can attain "Satisfactory" as the highest rating. For tenured teachers, by our current definition, a "Satisfactory" rating indicates serious concerns regarding performance. The rating system only went into effect for the 2010-2011 school year, which explains why no teachers received any ratings last year even though all teachers were formally evaluated. Because the survey asked for past and current practice, answers reflect both the former and current system of teacher evaluation. Feel free to contact me if further clarification is needed.

The district does report the names of the teachers re-hired for the next school year. This information is recorded in the Board of Education minutes and duly posted on our website.

Individual teacher evaluation ratings are shared with the Board of Education.

Several years ago a district-wide committee developed our current teacher evaluation plan using Charlotte Danielson Framework for Teaching. We believe it has been very successful for both non-tenure and tenured teacher professional growth. The majority of our tenured teachers that have been rated excellent over the years have chosen to develop professional growth plans.

The system used in 2009-10 has been used in the district for over 15 years. The District is using a new tool for the 2010-11 school year.

This survey was completed collaboratively between the {XXXXX} and Administration.

N/A

## Section 2. Teacher Evaluation System Section

We are currently looking at developing a new evaluation instrument.

Question #10: In addition to the Satisfactory or Unsatisfactory rating, a teacher receives a rating of either Unsatisfactory, Basic, Proficient, or Distinguished in each of the 4 Domains (Planning & Preparation; Classroom Environment; Instruction; and Professional Responsibilities). Personnel evaluations should not be made public under any circumstances. Current tenure law does not allow districts to remove mediocre, underperforming, or unsatisfactory teachers. It is too onerous on principals, too costly for districts, and at the end of the process, it is very likely the teacher will be reinstated with back pay. Under this type of system, no one is going to rate a teacher poorly, put that up for public display, and then not be able to do anything about it. What parent wants their child in a classroom with a poorly rated teacher who can't be released? I would predict that if teacher evaluations are made public, they all will receive great ratings. Again, what parent wants their child to have an unsatisfactory teacher, or even a satisfactory teacher, when an excellent one is available. I doubt schools would want to create the conditions under which parents would be demanding a transfer out of Mrs. {XXXXX} class (a satisfactory teacher) into Mrs. {XXXXX} class (an excellent teacher).

Our evaluation tool is not sufficient to promote professional growth.

When I printed the pages before going to the next section, I noticed that many responses did not print out. I tried reentering the responses, but to no avail. It basically shows I did not respond to several questions. If someone wishes to contact me via telephone {XXXXXX} during business hours, I will tell them the responses since I recorded them on the copy I printed.

The district has been working on revising the current evaluation plan for two years.

The numbers represented above reflect the summative evaluations that we do. We use a formative model in this district. Each non-tenured teacher is formally observed at least three times prior to the summative evaluation being written. Each tenured teacher is observed at least twice prior to the summative evaluation being written. I report annually to the board of education in closed session the summative teacher ratings by each teacher and identify for the board any teacher who receives either a summative rating of needs improvement or unsatisfactory, the specific reasons why these ratings were given.

The evaluation plan is comprised of two components dependent on teacher status of tenure or pre-tenure. The pre-tenure component has a tiered approach specific to the first four years of teaching. The tenure component is comprised of five select models intended to meet the unique needs of a diverse group of teachers. Both components include goal setting and collaboration between the evaluator and the teacher. We believe the most meaningful evaluation stems from self-assessment with correlation to personal goals.

It is antiquated and we are looking to the state to assist in a new model.

The District Board of Education and administration shall revised the formal evaluation process to include components by 2012 of the new statutes revising Teacher Evaluation.

The rating system used is new for the 2010-2011 school year. Data regarding the number of teachers rated for each category is not yet available.

NA

In addition to the above statistics for non-administrative certified staff for 2009/2010, three out of seven principals/assistant principal were evaluated in 2009/2010. The composite rating scale for principals and assistant principals is as follows: 1. Meets/Exceeds District Expectations and Re-employed by the District, 2. Need for Improvement and Re-employed with the Following Conditions Meet goals for improvement listed above; Be reevaluated this cycle; Be placed on remediation plan and partnered with a mentor. 3. Does Not Meet District Expectations and Dismissed from the District. The rating for all three principals/assistant principal who were evaluated in 2009/2010, was Number 1.



## Section 2. Teacher Evaluation System Section

We have included the Purpose Statement from our Teacher Evaluation Instrument which communicates our values and beliefs about the appraisal process. The primary purpose for the Teacher Evaluation and Improvement Program is to protect and improve the quality of instruction and education received by the students. Evaluation is needed both to insure quality instruction and to promote the teacher's professional growth. The most effective evaluation is that which is cooperative, with the teacher and the evaluator working together to arrive at a fair, constructive appraisal which the teacher can use to bring about change and improvements. Evaluation, to be effective, must also be a continuing process. Though the new teacher may appear to have more problems and thus have greater need for evaluation, the experienced teacher too may have areas of weakness that should be examined. This is not to say that evaluation is simply an enumeration of weaknesses; the teacher has a right and a need to receive recognition for strengths and for improvements made. Evaluation must include the total environment and circumstances in which the teacher operates. This includes such factors as physical facilities, nature and size of classes, areas of competency, and other demands on the teacher. Evaluation need not be limited to classroom observation. Teachers have a right to expect a constructive, positive, helpful evaluation. This is the goal of our evaluation process. This plan meets the requirements of the State of Illinois evaluation legislation and consequently works toward the cooperative improvement of performance throughout {XXXXX}. It is agreed that this plan itself will undergo periodic evaluation.

This survey should have differentiated between formative and summative evaluation.

Teacher/Principal Evaluation is a process that is addressed in the Collective Bargaining Agreement between the Teachers Union and the School Board.

It is extremely difficult for teachers to receive a rating of excellent or satisfactory at this time. Those who are recognized are those who have a majority of their scores on the ISAT at meets and/or exceeds or those who may have made marked improvement in their instructional strategies/delivery, student engagement in lessons and if needed, classroom management.

good luck! seriously!

Terrific system. Teachers and Administrators actively involved in appraisal program. Faculty and Administrators are very happy with current design.

### Section 3. Principal Evaluation System Section

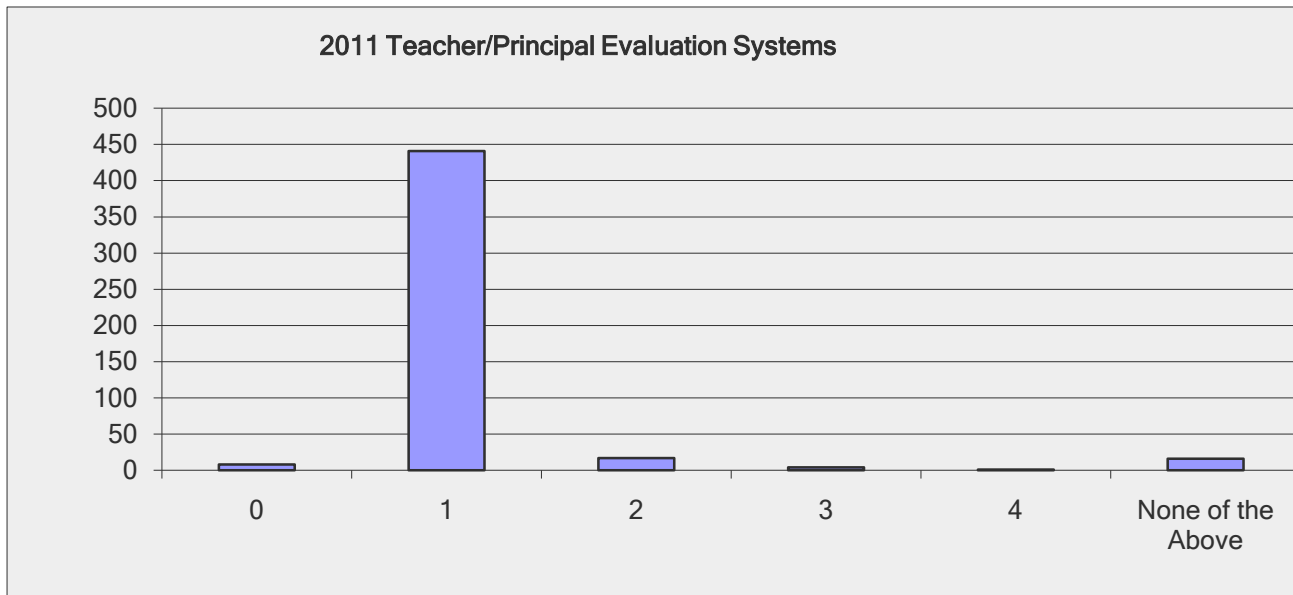
#1 - For the 2009-2010 school year list the # of principals:

Answer Options	Response Count
Employed	486
Evaluated	486
	<i>answered question</i> <b>486</b>
	<i>skipped question</i> <b>40</b>

### Section 3. Principal Evaluation System Section

#2 - How many times per year are principals in your district required to receive a formal evaluation? (choose one)

Answer Options	Response Count	
0	8	
1	441	
2	17	
3	4	
4	1	
None of the Above	16	
Other (please specify)	15	
<i>answered question</i>		<b>486</b>
<i>skipped question</i>		<b>40</b>

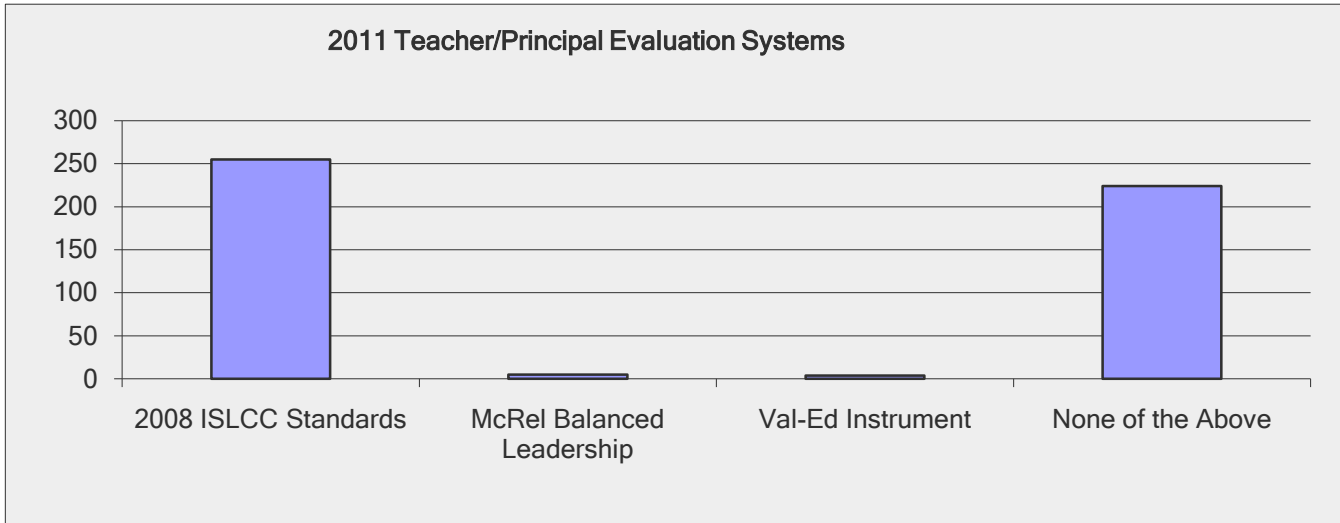


Other (please specify)
at the end of their multiyear contract
Dual position
The principal/superintendent is evaluated during the last year of their contract.
New principals are evaluated twice each year during the first contract
three required meetings, but only one "summative"
according to law...in last year of contract prior to February
The last year of multi year contract; but I customarily evaluate each year
At least once a year.
Every other year
Done by the Board
Our only administrator is Superintendent/Principal
We meet quarterly
Once every two years
Every other year
ongoing

### Section 3. Principal Evaluation System Section

#3 - Is your district's formal principal evaluation plan based on any of the following conceptual frameworks? (check all that apply)

Answer Options	Response Count
2008 ISLCC Standards	255
McRel Balanced Leadership	5
Val-Ed Instrument	4
None of the Above	224
Other (please specify)	58
<i>answered question</i>	<b>486</b>
<i>skipped question</i>	<b>40</b>



Other (please specify)
We use a district developed instrument.
The Illinois Professional School Leader Standards as set forth in the Illinois Administrative Code, Title 23: Subtitle A: Chapter I: Subchapter B: Part 29: Section 29:100 and Section 29:120 is the framework for the development of the Principal Performance Review.
We use the instrument developed by DuPage County Regional Office of Education
Position is Superintendent/Principal - Board does evaluation using a Board developed evaluation tool.
Board and Superintendent's Evaluation process by formal meeting with principal, if there are concerns
Good to Great: IPSLS
We use the DuPage County Principal Evaluation instrument.
The Principal's job description, progress on goals, input from teachers, and observation of Superintendent
Internal document
Bob Marzano leadership characteristics
It's based upon performance goals established at the final conference of the previous year.
Principal Performance Standards and Criteria
Job Description
Board response, teacher input, self comments
Evaluation and Professional Development Model for School Administrators and Noninstructional Personnel - {XXXXX}
The 2010-2011 document is based upon the above. The 2009-2010 document was "none of the above".

### Section 3. Principal Evaluation System Section

Illinois State Standards for Principals
Individual Performance Evaluation based upon contractual goals
The instrument was designed for the Alternative Education program in mind. A checklist is included, but a narrative is also a major part of the evaluation document.
Illinois professional School Leader Standards
plus the principal have specific goals that we use
Based on job description
No formal basis for document used.
Mis of ISLCC/McRel - The District uses the DuPage ROE Principal Evaluation Instrument
The evaluation plan is also based on the principal's job description.
collaboration among district certified staff and administrators
Principal evaluation instrument is a performance rubric that is tied to Doug Reeve's research on administrative evaluation.
Also evaluated per Performance Goals & Indicators
Model developed by DuPage ROE 2007
Instructional Leader Competencies, the evaluation tool was in place when I arrived.
The evaluation form is base on the Catholic Diocese of Peoria criteria
Individual goals-narrative form
{XXXXX} has only one administrator so the only evaluation is done through the Board.
AASA
We have struggled to find something that is truly reflective of what they do (or not do).
I would say a mixture of standards and Balanced Leadership
IPSLS (Illinois Professional School Leader Standards)
Servant Leadership
The Superintendent's evaluation tool includes at least 2 principal questions.
The ISLCC Standards are incorporated into our evaluation tool
Goals; work on complex, innovative projects.
The evaluation tool is a combination of several frameworks/plans.
These have become stale over time.
I am the Superintendent/Principal for the district. The Board of Education evaluates my performance according to the goals that we set every year.
Principal is also Superintendents, School Board evaluates Superintendent portion, Teachers evaluate Principal portion
I am also the superintendent so it ties in with the superintendent evaluation.
District, school and individual defined goals.
Principal evaluations are based on goals, which support the vision and strategic plan.
Instrument developed by the superintendent
Agreed Standards of performances
2004-2005 ISLCC and IPSLS Standards
We use aspects of ISLCC. If there is an area of weakness, we will highlight it as an area for improvement. Also the goal-setting process may highlight an area of focus in a given year, depending on building and district initiatives.

### Section 3. Principal Evaluation System Section

Diocesan Review is conducted for all principals

Goal setting.

Performance Rating Goal Setting Evaluation

It is the evaluation instrument provided by the DuPage Regional Office of Education 2007

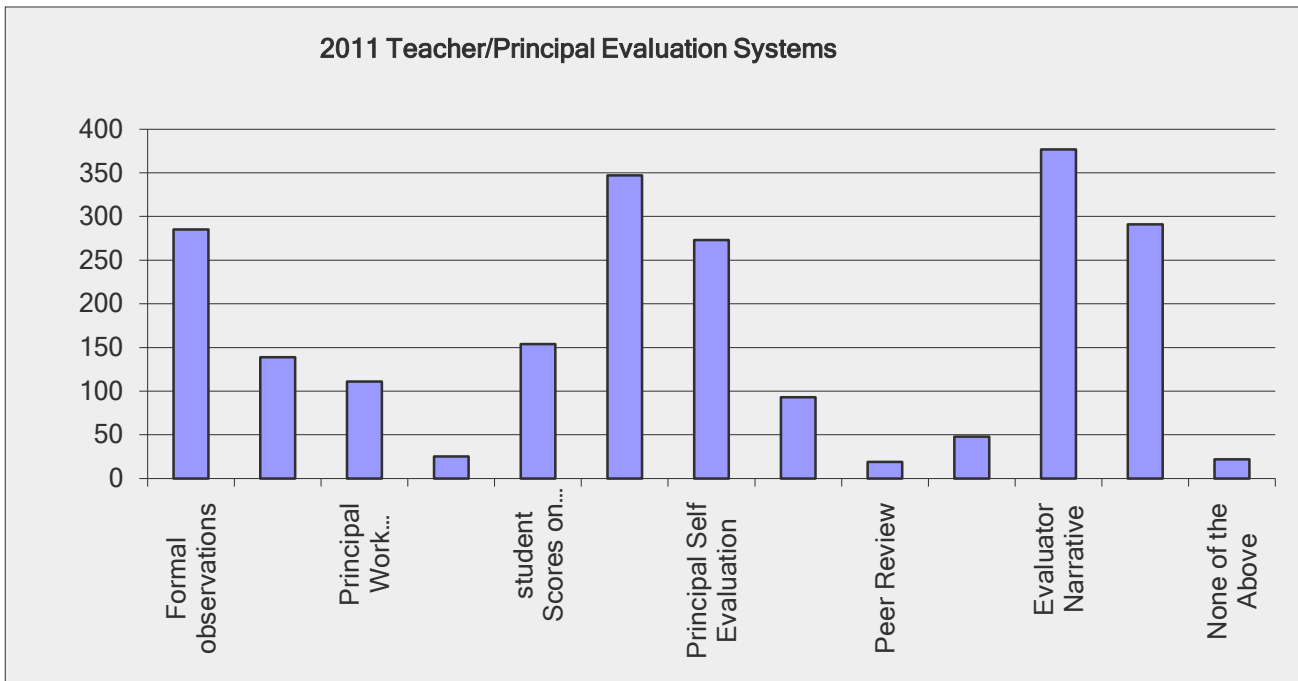
Assessing Learning-centered Leadership (Goldring et al with funding from the Wallace Foundation)  
The 21 Responsibilities of the School Leader (Marzano)

Performance aligned to District goals

### Section 3. Principal Evaluation System Section

**#4 - What type of evidence does your formal principal evaluation process include? (check all that apply)**

Answer Options	Response Count
Formal observations	285
School climate surveys	139
Principal Work Portfolio	111
Student Surveys	25
student Scores on state/district	154
Evaluation Conferences	347
Principal Self Evaluation	273
Student Growth	93
Peer Review	19
Parent Surveys or other parental input	48
Evaluator Narrative	377
Performance aligned to district goals	291
None of the Above	22
Other (please specify)	36
<i>answered question</i>	
<b>486</b>	
<i>skipped question</i>	
<b>40</b>	



Other (please specify)
The evaluation is done by the school board due to the position being a superintendent/principal split
Degree of successful completion of principal performance goals
The Principal is held accountable for specific goals.
IASA Evaluation Matrix
Superintendent and principal is a shared position by one person. Board of Education does evaluation and process is being revised 2010-11
Staff surveys
Performance Goals
The board of education performs the evaluation since the administrator is in a dual role.
Job Description
Teacher Evaluations, Board Evaluations

### Section 3. Principal Evaluation System Section

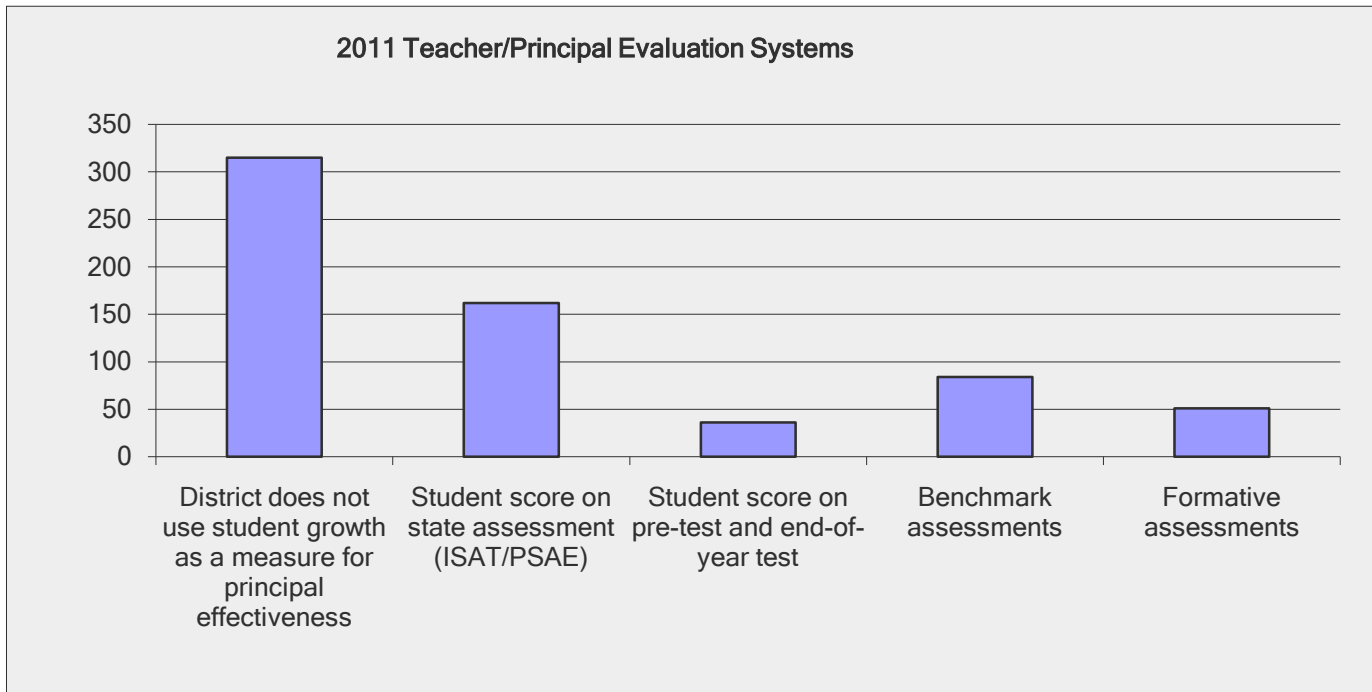
Face to face session with Superintendent
The principal and superintendent are the same person. Last year, there was an interim supt./principal who was not evaluated.
Fulfillment of job responsibilities as per Job Description.
I take informal data from the entire period preceding an evaluation, including student performance, building climate (anecdotal), staff conversations, and informal notes from my interactions and observations with them.
Organizational Health Data
Performance per job description
Each principal establishes goals for the school year. Those goals and action to meet the goals are reviewed at the evaluation conference; informal observations are part of the evaluation process.
Each principal identifies an annual goal or two that they plan to work on during the year. At the end of the year they evaluate their progress on their goal and report to the superintendent during the evaluation conference.
Principal/Superintendent combination with one evaluation done yearly by the board of education
Staff / teacher surveys
Professional Development Plan
Performance indicators/evidence related to contract performance goals
Teacher/Staff Surveys
Not applicable
Leadership Survey completed by teachers.
We are also using student data and performance in the principal evaluation to become familiar with how to really use well. Discussion with teachers are more high quality than ever. This is the 4th year of our PLC implementation and the student performance data is a goal for this year of implementation.
Annual goals are written by each administrator and sanctioned by the superintendent.
Goals tied to the Illinois School Leadership Standards; School Improvement Plans
I would be evaluating myself so I have a school climate survey that I give to the whole staff to evaluate me.
We assess on the following domains: Assessing the Quality of Classroom Instruction; Engaging and Developing Faculty and Staff; Facilitating Change among Stakeholders; Creating a Student-Centered Learning Environment
School climate surveys, student surveys, student growth and parent surveys are included occasionally when needed for Principal's Professional Growth Plan.
Information on student scores and growth is evident in narrative based on specific goals of the principal.
Daily observations and conversations
Feedback from district Administrative staff who frequently interact with the principal each year.
Performance aligned to individual goals
Teacher Surveys



### Section 3. Principal Evaluation System Section

**#5 - What measures does your district use to define student growth, to evaluate the performance of principals? (check all that apply)**

Answer Options	Response Count
District does not use student growth as a measure for	315
Student score on state assessment (ISAT/PSAE)	162
Student score on pre-test and end-of-year test	36
Benchmark assessments	84
Formative assessments	51
Other (please specify)	24
<i>answered question</i>	<b>486</b>
<i>skipped question</i>	<b>40</b>



<b>Other (please specify)</b>
The evaluation is done by the school board due to the position being a superintendent/principal split
MAP NWEA
Not formally.
Measure of Academic Performance (growth model assessment)
none of the above...we do not have a principal
Progress toward school improvement goals
We use a variety of assessments such as AIMS Web, Discovery Education, Study Island, Reading Assessments, and ISAT
This is based on the goals in the individual principal's contract. At this time, the data is not a quantitative measure.
Terra Nova, MAP, Scantron test results
Other factors may be included in this as we try attendance rates, truancy and the like.
MAP Testing
First year to add NWEA growth - Principal set target goals.
AYP - NCLB
Religious IFG assessments
NWEA (MAP)
District metrics
The Superintendent performance evaluation requires the reporting of the data, but not student growth per se.
SIP Data

### Section 3. Principal Evaluation System Section

We are discussing, but is not used formally for incentive or consequence.

Although Student Growth is imperative

The District uses goals aligned to district and building initiatives that are designed to improve and enhance student growth.

EPAS DATA (Explore-Plan-ACT)

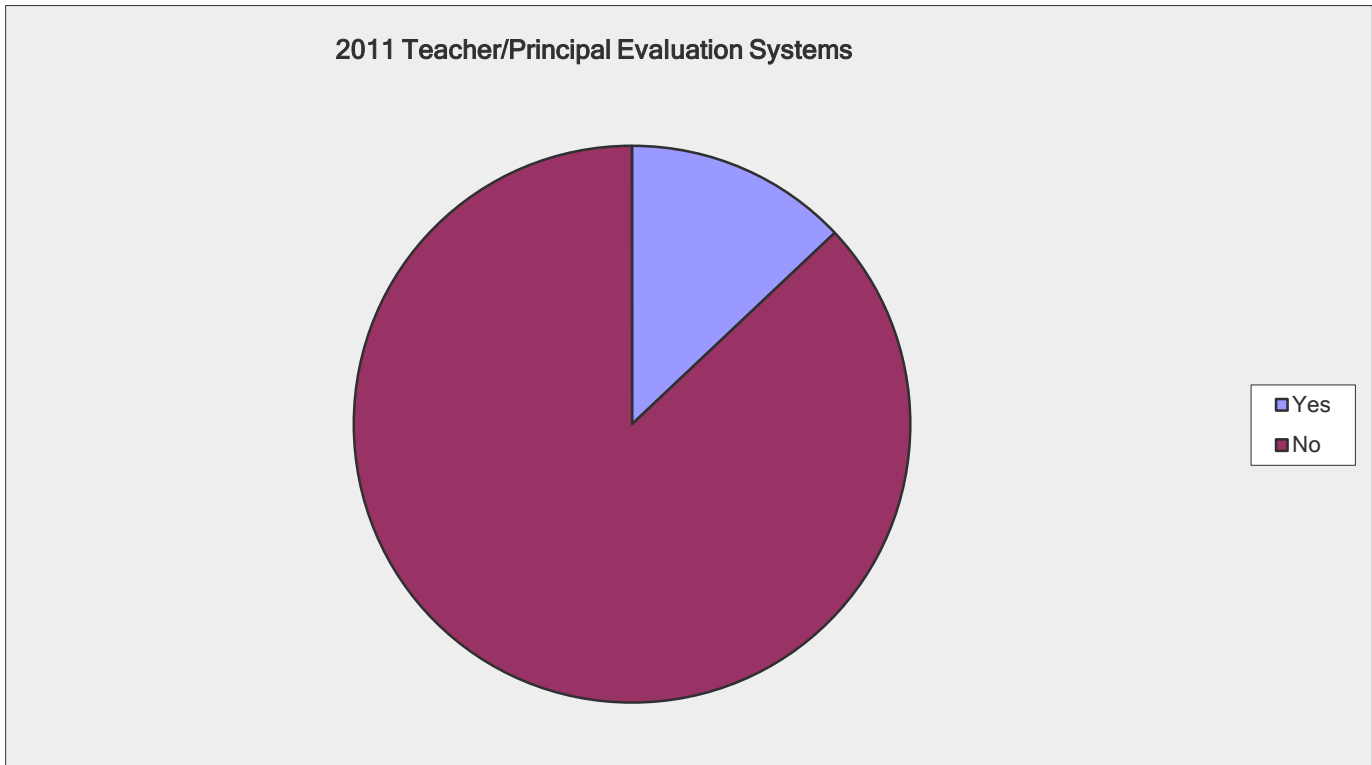
1) Explore Plan/ACT scores, 2) High School graduation rates, 3) Percent of students enrolled in Level III, AP classes and/or PreAP classes, 4) Percent of average daily attendance by subgroup, 5) Annual drop out rates, 6) Percent of seniors meeting NCLB recommended graduation requirements, 7) Developmental Reading Assessments (DRA)

ITBS Spring to Spring Scores

### Section 3. Principal Evaluation System Section

#6 - Does your district currently use a measure of student growth as a significant factor in the evaluation of principals?

Answer Options	Response Count
Yes	63
No	423
If Yes, please explain how "significant" is used	38
<i>answered question</i>	
<b>486</b>	
<i>skipped question</i>	
<b>40</b>	



If Yes, please explain how "significant" is used
The evaluation is done by the school board due to the position being a superintendent/principal split it isn't a defined value
NWEA scores administered 3x each year; we look to see whether students are meeting target growth goals for each testing season.
Annual ISAT/PSAE/ ACT test score comparison.
ISAT scores. This is somewhat minor as there is no valid way to do this at this point.
It is one of several criteria used for evaluation
Narrative measure on student performance data
We look at trend data, the principal has been employed as the principal for 15 years so we have been able to do historic trend analyses. The student scores have improved significantly during her tenure. We look at ISAT trend data as well as MAP data in addition to her performance vis a vis the ISLLC standards.
Not formally.
It is considered significant enough that the Board awards performance bonuses if the District achieves benchmarks.
Student growth and achievement are viewed as the evaluation of the administrator is developed. Student is what we are all about.
It is a factor in the evaluation.
part of a measureable objective for continued employment.
It is a factor in the evaluation.

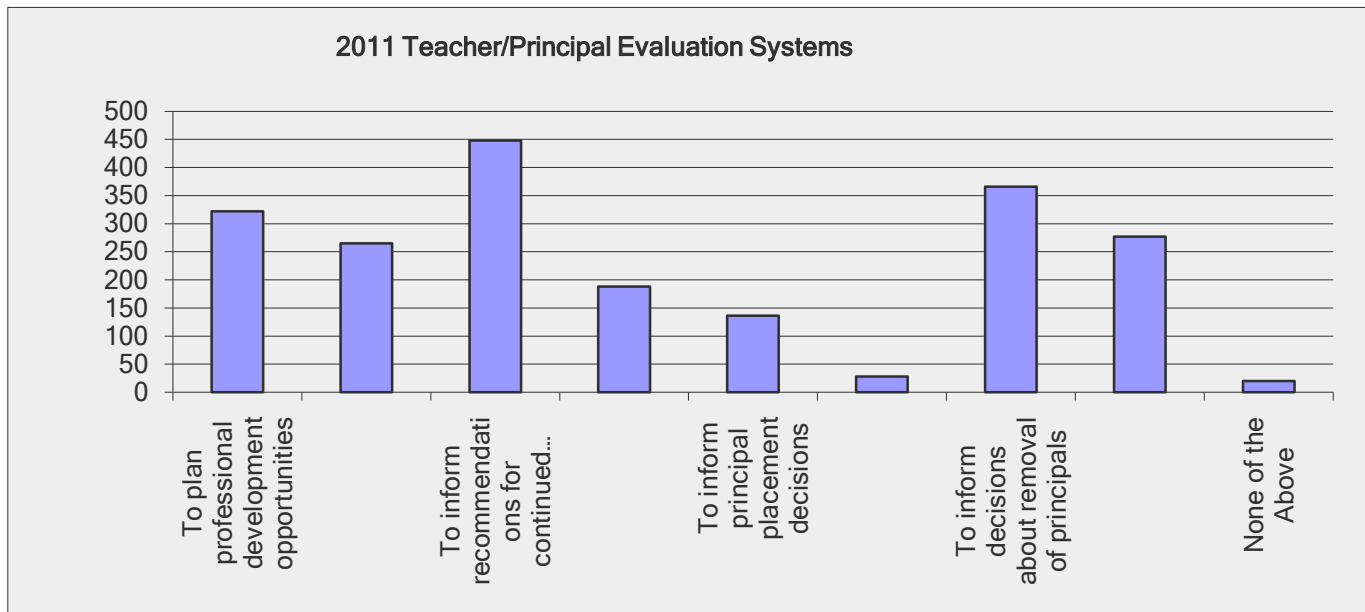
### Section 3. Principal Evaluation System Section

none of the above...we do not have a principal
Student growth is measured as a part of Standard 1 and 2.
Student growth on a group basis (not individual students) based ISAT and Measure of Academic Progress data is used.
Implementation and impact of intervention programs is measured along with student success and parent involvement. All aspects of student growth are considered progress of higher achieving. At-risk students are measured over time. Various artifacts are presented by the Principals to demonstrate growth of sub-groups.
It comprises a potential of 30 points on an evaluation instrument where points earned on various evaluation criteria can add up to a maximum of 100 points. A principal earning 100 points on his/her evaluation has scored the highest score possible on the evaluation and is a very effective principal.
One of the goals MUST focus on this.
Always working towards methods to improve student achievement.
3 to 5 goals are set annually by each principal. One of the goals MUST be measurable academic improvement via student performance.
The district is currently evaluating student growth as a component of the instrument for the future.
NWEA
One of many factors
All aspects of student growth factored into the eval.
We review school improvement methods and results seen in student achievement. This then is the basis of each years evaluation and goals for the next year.
AYP, Student performance on district assessments
Students not receiving a meet or exceed on state test are monitored with a goal and growth toward that goal.
Benchmark targets are assigned. Student achievement expectations are a large part of the evaluation.
learning goals are listed for each principal's evaluation plan.
If student growth was identified as previously stagnant in a specific curricular area, the principal would not receive higher than a satisfactory. If it remains static the following year, the principal will receive a needs improvement or unsatisfactory.
Principals must show that they and their staff are disaggregating data, implementing diversified instruction to meet the needs of groups and individual students, and improving test scores on the ISAT and PSAE.
20% of the Principal evaluation is based upon goals of building and student achievement.
Student achievement and growth is one of the primary evaluation factors.
One domain reflects student growth as a factor in the evaluation of all administrators.
The principals are reviewed under the same process as teachers. Their over -all growth in ISAT scores from Year to Year are reviewed. Areas of deficiencies in each subject area and the identification of teachers not meeting or exceeding, how close their students are in making AYP, the percentage of students showing positive growth and the number of teachers that are meeting or exceeding the state standards.
District tracks ISAT scores by grade and subject level. Any slip in score is noted and an explanation sought. Superintendent weighs this information as he/she completes VALED instrument.

### Section 3. Principal Evaluation System Section

**#7 - How does your district use the results from your principal evaluation system? (check all that apply)**

Answer Options	Response Count	
To plan professional development opportunities	322	
To inform compensation decisions	265	
To inform recommendations for continued employment	448	
To inform selection of principals for specific roles and duties	188	
To inform principal placement decisions	136	
To inform decisions on principal awards or recognitions	28	
To inform decisions about removal of principals	366	
To identify priorities for school improvement	277	
None of the Above	20	
Other (please specify)	15	
<i>answered question</i>		<b>486</b>
<i>skipped question</i>		<b>40</b>

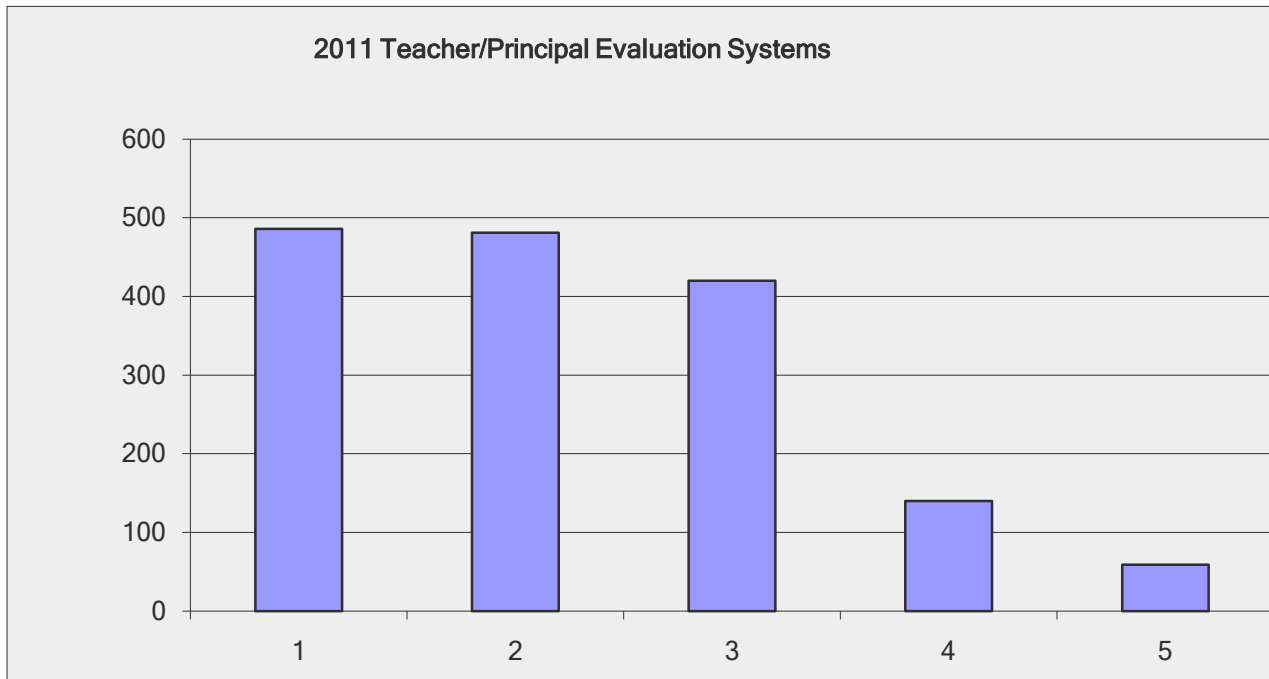


Other (please specify)
The evaluation is done by the school board due to the position being a superintendent/principal split
To improve performance
Formative evaluation: to improve the quality of the individual Principal
Dual position--Superintendent/Principal
The previous two superintendents did not write formal evaluations for principals during the last five years.
Not much use really
none of the above...we do not have a principal
Compensation Reality: Last year's salaries were frozen regardless of performance. School performance data is not available when salary is determined.
However, this wasn't the case in 2009-2010
Not applicable
To discuss areas of strengths and areas for continued growth in order to continue to grow stronger in the profession
To help determine future goals and school improvement
Because I am also the superintendent, my evaluation is tied to the goals in my superintendent contract.
Only have one for a single inter-district program
To guide professional growth requirements.

### Section 3. Principal Evaluation System Section

#8 - List the names of the categories used in your rubric rating scale (such as Excellent, Satisfactory, Unsatisfactory) using line 1 for the highest/most accomplished. If your scale has fewer than 5 categories please leave the extra lines blank

Answer Options	Response Count
1	486
2	481
3	420
4	140
5	59
<i>answered question</i>	<b>486</b>
<i>skipped question</i>	<b>40</b>



<u>Responses</u>	<u>#1</u>
Excellent	286
Satisfactory	25
Meets Standards	12
Exceeds Expectations	12
Outstanding	11
Superior	11
Exceeds	10
Meets	10

<u>Responses</u>	<u>#3</u>
Unsatisfactory	235
Needs Improvement	46
Satisfactory	36

<u>Responses</u>	<u>#4</u>
Unsatisfactory	62
Needs Improvement	14

<u>Responses</u>	<u>#2</u>
Satisfactory	261
proficient	24
UNSATISFACTORY	21
Does not meet standards	16
Above average	14
Meets Expectations	13
Excellent	12
Needs Improvement	11

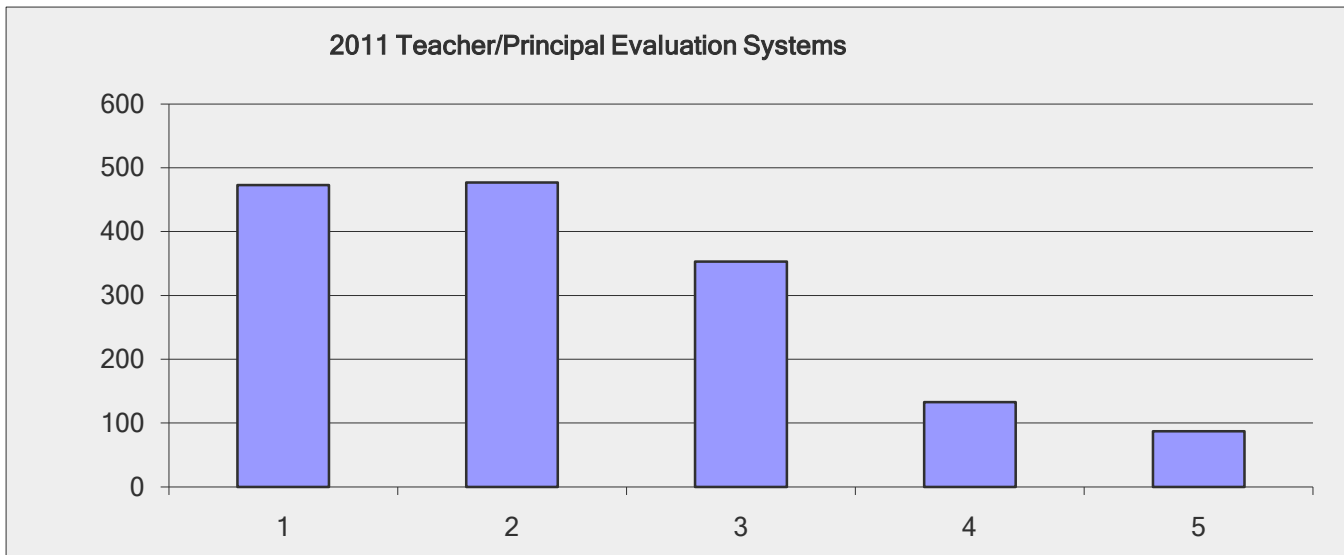
<u>Responses</u>	<u>#5</u>
Unsatisfactory	21

Only responses with 10 or more are listed

### Section 3. Principal Evaluation System Section

#9 - Using the rating scale listed in the question above, and the corresponding lines below, enter the number of principals rated in each of the categories during the 2009-2010 school year.

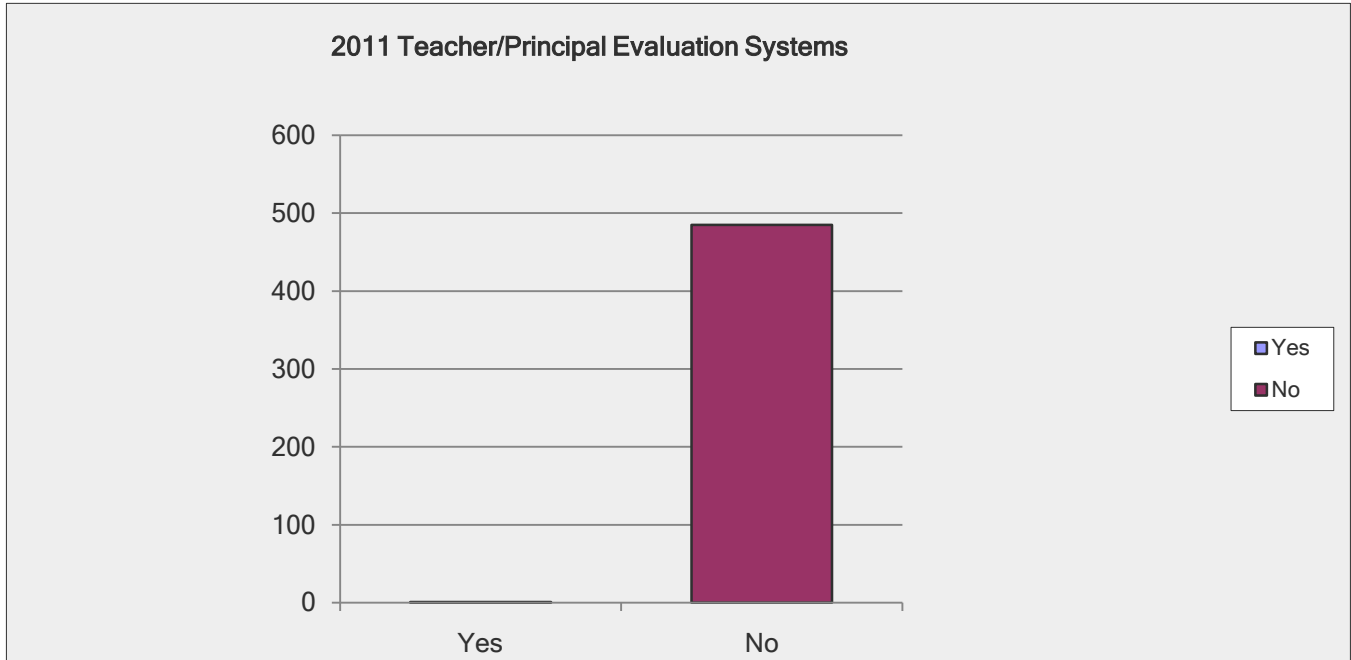
Answer Options	Response Count	
1	473	
2	477	
3	353	
4	133	
5	87	
<i>answered question</i>		<b>486</b>
<i>skipped question</i>		<b>40</b>



### Section 3. Principal Evaluation System Section

#10 - Do you publicly report the total number of principals in THE DISTRICT rated at each summative performance rating or level each year?

Answer Options	Response Count
Yes	1
No	485
<i>answered question</i>	
<b>486</b>	
<i>skipped question</i>	
<b>40</b>	

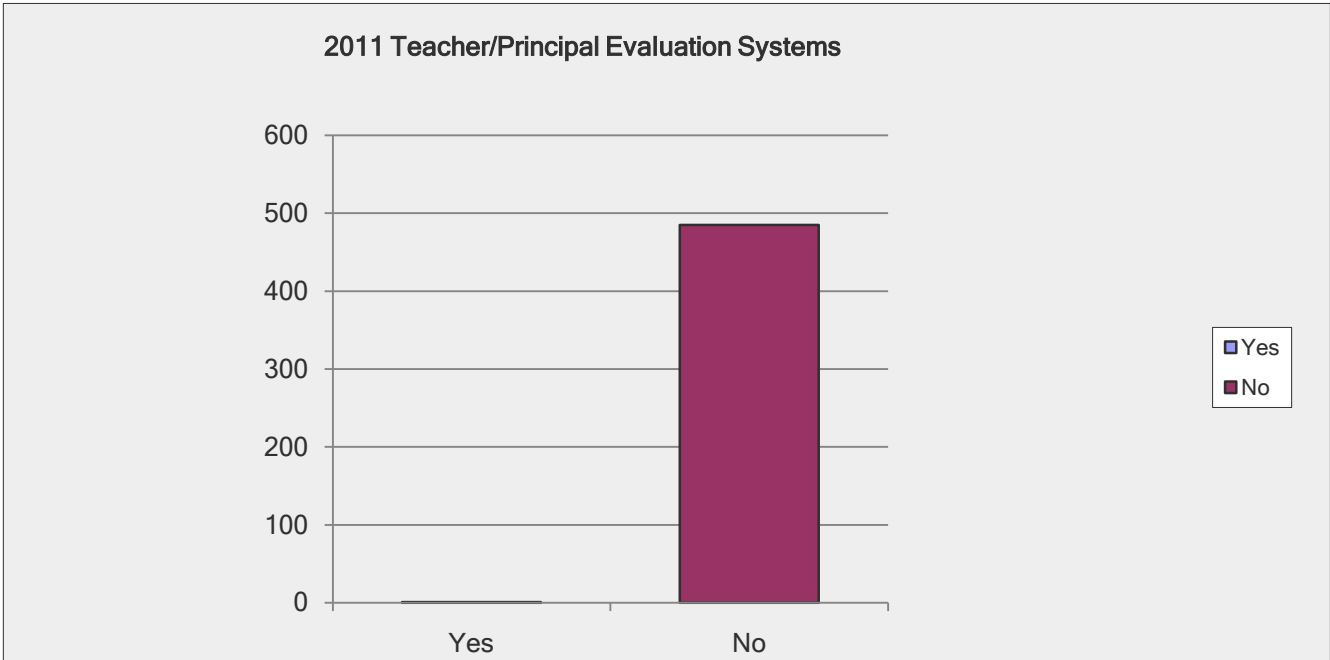




### Section 3. Principal Evaluation System Section

#11 - Do you publicly report the total percentage (including numerator and denominator) of principals in THE DISTRICT rated at each summative performance rating or level each year?

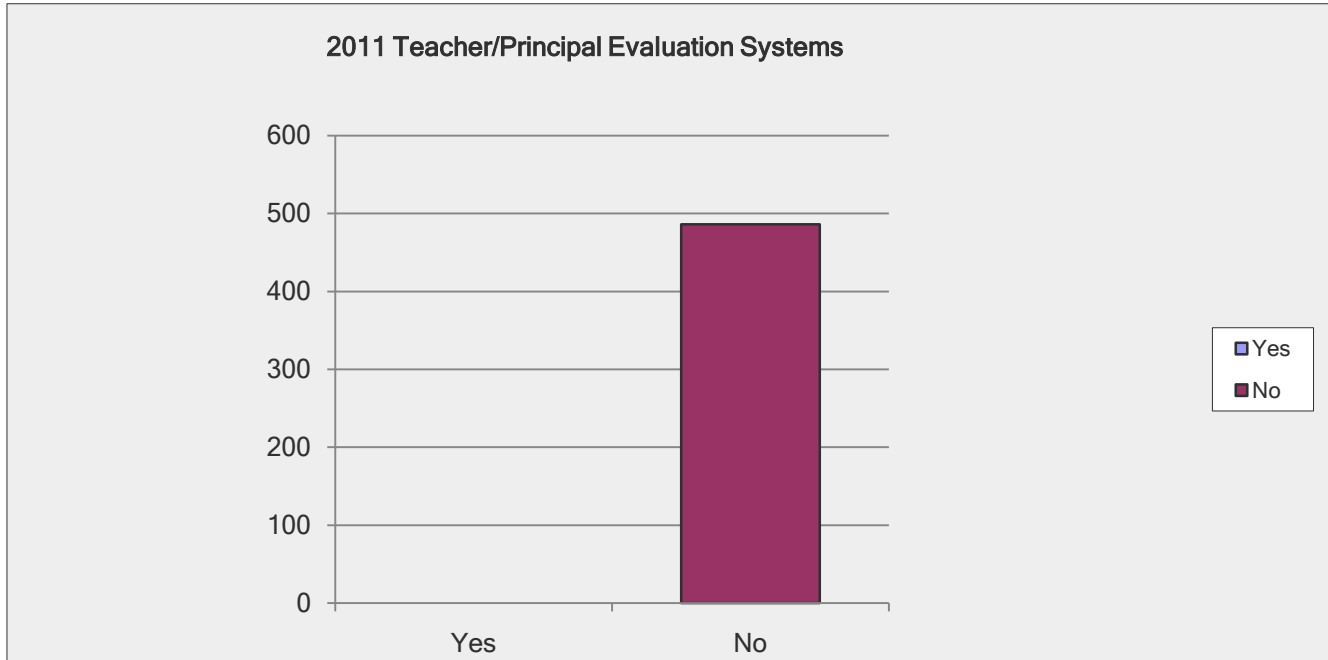
Answer Options	Response Count
Yes	1
No	485
<i>answered question</i> <b>486</b>	
<i>skipped question</i> <b>40</b>	



### Section 3. Principal Evaluation System Section

#12 - Do you publicly report the total number of principals in EACH SCHOOL rated at each summative performance rating or level each year?

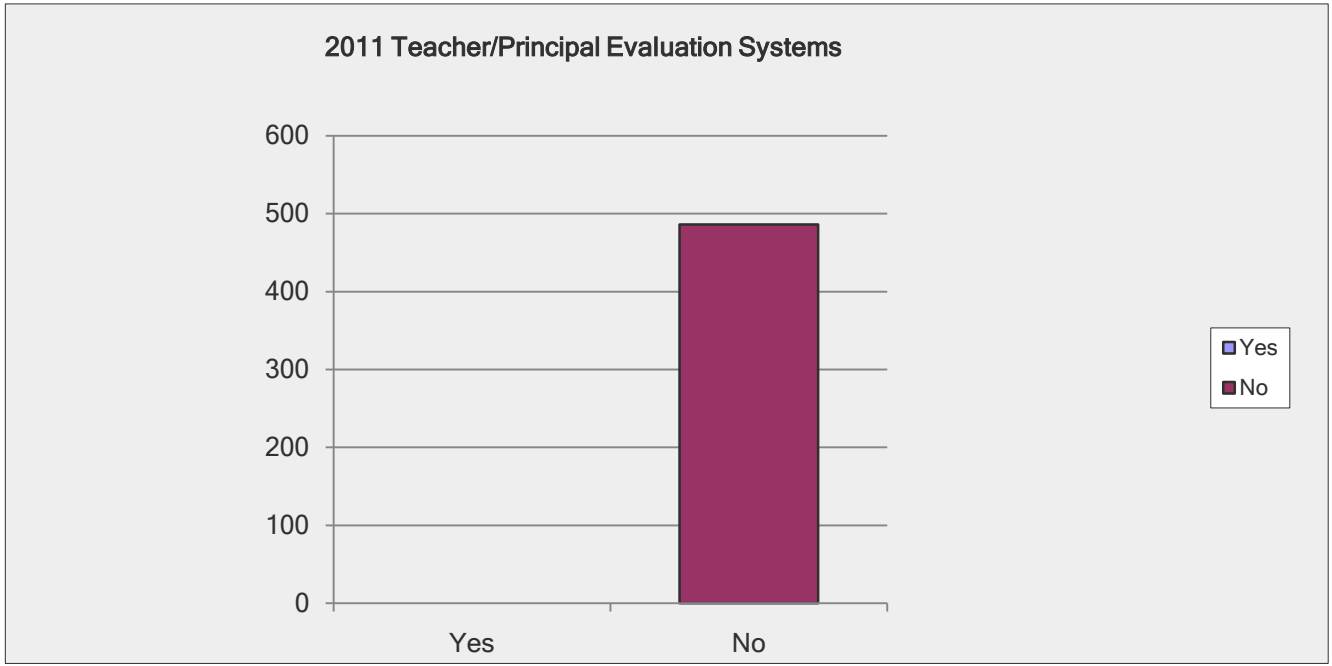
Answer Options	Response Count
Yes	0
No	486
<i>answered question</i> <b>486</b>	
<i>skipped question</i> <b>40</b>	



### Section 3. Principal Evaluation System Section

#13 - Do you publicly report the total percentage (including numerator and denominator) of principals in EACH SCHOOL rated at each summative performance rating or level each year?

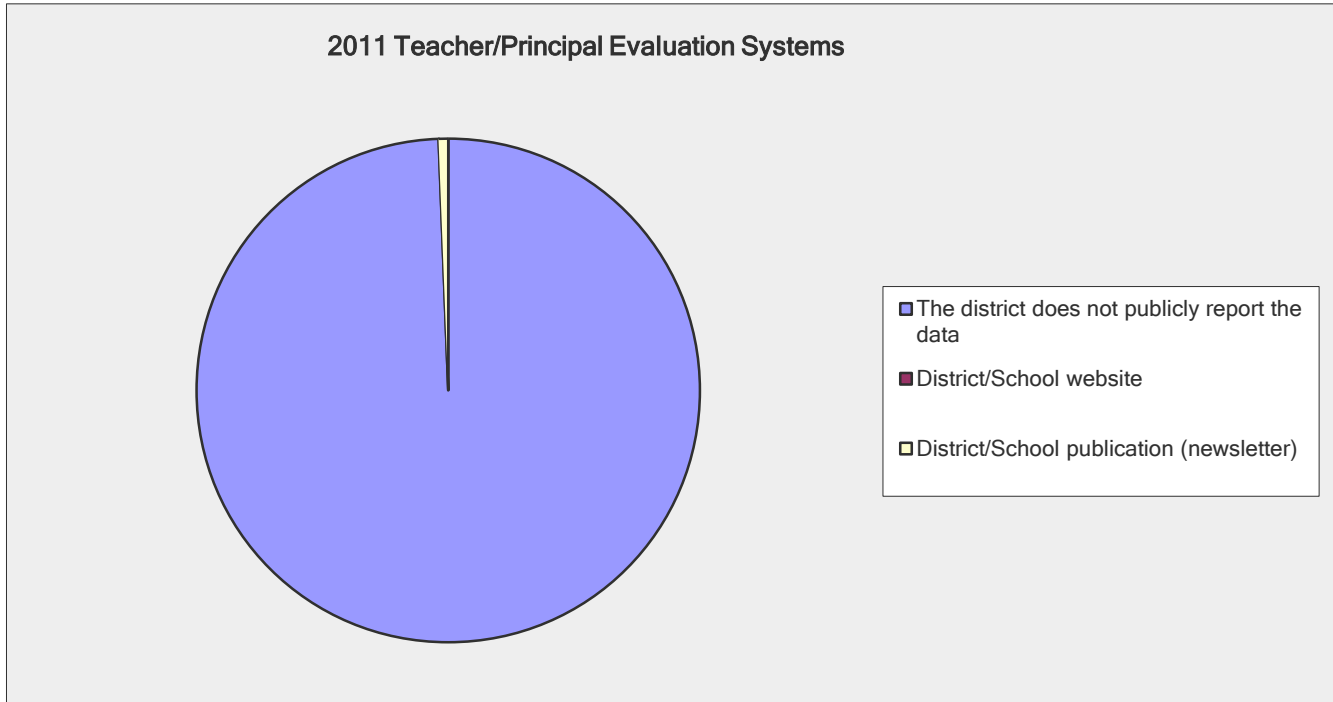
Answer Options	Response Count
Yes	0
No	486
<i>answered question</i> <b>486</b>	
<i>skipped question</i> <b>40</b>	



### Section 3. Principal Evaluation System Section

#14 - How does your district publicly report the data about principal evaluation ratings? (Check all that apply)

Answer Options	Response Count
The district does not	483
District/School website	0
District/School	3
Other (please specify)	8
<i>answered question</i>	
<b>486</b>	
<i>skipped question</i>	
<b>40</b>	



Other (please specify)
In open meeting - report completion of evaluation
Board minutes reflect the completion of the annual principal evaluation (i.e., motion to accept the principal's
I checked the above box as there isn't an "other" box to check. We do not publicize this in a school newsletter. At School Board meetings I announce the annual evaluation process
none of the above...we do not have a principal
Reported at school board meeting
The evaluations are only addressed with the school board if there is an issue
With only one principal this would be a violation of confidentiality
A report is provided annually to board of education members during a regularly scheduled monthly meeting.

### Section 3. Principal Evaluation System Section

#15 - If you use a website to post the evaluation data, please list the URL below.

Answer Options	Response Count
URL	*
<i>answered question</i>	1
<i>skipped question</i>	525

\* The reported information is blocked for the purpose of confidentiality.

### 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.**

Answer Options	Response Count
	61
<i>answered question</i>	<b>61</b>
<i>skipped question</i>	<b>465</b>

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 evaluated 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 Strategic 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.



### Section 3. Principal Evaluation System Section

Having only two Building Principals, we have a formal evaluation and lots of informal discussion on evaluation.

Rating categories are new for the 2010-2011 school year. Category data is not yet available.

Looking for help in developing a good and FAIR instrument

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 parincipals 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 winthin the instructional range. In addition to this evaluation instrument, teachers's views are considered.

NA