**Section 50.APPENDIX A Illinois Standards for Principal Evaluation**

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

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

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

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

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

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

Standard II: Leading and Managing Systems Change

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

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

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

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

Standard III: Improving Teaching and Learning

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

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

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

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

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

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

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

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

Standard IV: Building and Maintaining Collaborative Relationships

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

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

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

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

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

Standard V: Leading with Integrity and Professionalism

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

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

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

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

Standard VI: Creating and Sustaining a Culture of High Expectations

The principal works with staff and the community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social and emotional learning.

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

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

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