

Memo



To: Board of Education

From: Dr. Karla Guseman, Superintendent

Date: August 18, 2026

Re: Administration Evaluation Memo

Joliet Township High School (JTHS) began utilizing the attached School Leader Evaluation Plan framework when it was piloted through the Illinois Principal Association (IPA). The Illinois State Board of Education (ISBE) later adopted this plan as the new framework for principal and assistant principal evaluation beginning in July 2024. In addition to the twenty-one dimensions within the framework, the districted ensured compliance with PERA requirements, which included the mandated student growth component as 30% of the overall evaluation.

As established by Public Act 104-0020 (effective July 1, 2025), the state eliminated the mandate that student growth metrics must serve as a "significant factor" (which previously dictated up to 30% of the rating) in administrator and teacher evaluations. In July 2025, the JTHS Board of Education approved the recommended updated district guidelines for the evaluation of certified staff that removed the student growth component for the overall calculation of a teacher's summative designation.

After careful consideration, it is recommended that the 30% student growth component also be eliminated from administrative evaluation framework and instead be incorporated into the Learning Domain within the Assessment Dimension that states the following: *Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.*

This recommendation is being made to align the administration evaluation framework with the teacher's evaluation framework.

Thank you

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Rating (90%)

The professional practice rating is calculated from the leader's domain and dimension performance as noted on the detailed rating forms attached.

Dimension Rating Criteria

UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	PROFICIENT (3)	EXCELLENT (4)
The school leader demonstrates limited or no evidence of planning, implementing, assessing, or reflecting on the essential behaviors of the Dimension.	The school leader is aware of and demonstrates some evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	The school leader demonstrates evidence of planning, implementing, assessing, and reflecting on the essential behaviors of the Dimension.	In addition to demonstrating the characteristics of "proficient," the school leader engages relevant stakeholders in a continuous cycle of improvement, employing innovative approaches to achieve goals.

CULTURE DOMAIN		SYSTEMS DOMAIN		LEARNING DOMAIN	
Dimension	End-of-the-Year Rating	Dimension	End-of-the-Year Rating	Dimension	End-of-the-Year Rating
Relationships		Vision/Mission		Reflection & Growth	
Student Centeredness		Communication		Result-Orientation	
Wellness		Collaborative Leadership		Curriculum	
Equity		Data Literacy		Instruction	
Traditions/Celebrations		Strategic Management		Assessment	
Ethics		Safety		Innovation	
Global Mindedness		Operations		Human Capital Management	
Total		Total		Total	
Average (Total/7)		Average (Total/7)		Average (Total/7)	
Domain Professional Practice Rating (60%)					
CULTURE		Professional Practice Rating Scale Excellent = 3.5-4 Proficient = 2.5-3.49 Needs Improvement = 1.5-2.49 Unsatisfactory = <1.5			
SYSTEMS					
LEARNING					
Total					
Average (Domain Professional Practice Rating)					

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail – Culture

CULTURE DOMAIN

The school leader's efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs.

Dimension	End-of-Year Rating	Evidence
Relationships Focuses on developing and strengthening internal, personal, and external relationships that support the school's mission and vision and creates an environment where a diversity of ideas and opinions can be shared, appreciated, and respected.		
Student Centeredness Cultivates an educational environment that addresses the distinct academic, social, emotional, and physical needs of all students and conveys high expectations, support, and mutual respect among all staff and students.		
Wellness Fosters and supports a culture of physical, mental, and social-emotional wellness for the entire school community.		
Equity Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities.		
Traditions/Celebration Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others.		
Ethics Cultivates an environment in which each individual demonstrates and exemplifies ethical behaviors, values, and respect for others.		
Global Mindedness Creates an environment that builds, models, and endorses a global-minded perspective for all stakeholders through the promotion of cultural diversity, partnerships, and community connections.		
Average		End-of-Year Ratings Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail – Systems

SYSTEMS DOMAIN

The school leader's efforts to assess a learning organization's current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems.

Dimension	End-of-Year Rating	Evidence
Vision/Mission Fosters an environment in which the school's vision and mission drive the strategic alignment of organizational decisions and resources.		
Communication Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that supports the school's vision and mission.		
Collaborative Leadership Builds a culture of professional learning, mutual trust, and shared responsibility by focusing on empowering and supporting others as leaders.		
Data Literacy Promotes a data-driven culture of decision-making for continuous improvement.		
Strategic Management Employs a process of setting goals aligned to the school's mission and vision, developing plans for meeting those goals, mobilizing the resources needed for implementation, and evaluating the results of those actions in order to determine next steps as part of a model of continuous improvement.		
Safety Establishes expectations, processes, and procedures to ensure the physical, mental, and emotional safety of all stakeholders.		
Operations Manages system's logistics to leverage the educational, operational, and financial affairs and resources of the school to effectively balance operational efficiencies and student learning needs.		
Average		End-of-Year Ratings Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)

Final Summative Rating Report

Professional Practice: School Leader Domains and Dimensions Detail — Learning

LEARNING DOMAIN

The school leader's efforts, as the learning leader, to create and sustain a culture of ongoing reflective, culturally responsive, and inclusive learning for students, adults, and the entire learning organization as a whole.

Dimension	End-of-Year Rating	Evidence
Reflection/Growth Nurtures a culture of self-reflection that allows each stakeholder and the school to achieve peak performance.		
Result-Orientation Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth.		
Curriculum Ensures a learning-focused curriculum that is comprehensive, rigorous, aligned, and focuses on a high level of personal and academic achievement for all students.		
Instruction Collaboratively develops an effective, research-based instructional program with nonnegotiable expectations for all teaching staff that produce a high level of personal and academic achievement for every student.		
Assessment Fosters a learning environment that utilizes data to monitor student progress, improves the instructional process and learning environment, and ensures high levels of personal and academic growth for all students.		
Innovation Creates an environment that supports creative thinking and risk-taking in order to generate knowledge and insight through nontraditional ways.		
Human Capital Management Focuses on developing processes and procedures that assist with the recruitment and selection of talent and the ongoing strategic management of talent for organizational improvement.		
Average		End-of-Year Ratings Unsatisfactory (1) Needs Improvement (2) Proficient (3) Excellent (4)