

DLEPES Summative Performance Report

District Leader Practice Component

Performance Standard 1: Mission, Vision, and Goals (10.83%)

Summary - Performance Standard 1 Mission, Vision, and Goals

NONE

Artifacts - Performance Standard 1 Mission, Vision, and Goals

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 1 Mission, Vision, and Goals

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 1: Mission, Vision, and Goals	The district leader actively and consistently employs innovative and effective leadership strategies that maximize student academic progress and result in a shared vision of teaching and learning that reflects excellence.	The district leader fosters the success of all students by facilitating the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.	The district leader inconsistently facilitates the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.	The district leader does not facilitate the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress and school improvement.

[Enter Notes](#)

Rubric Score: 0/0

Performance Standard 2: Planning and Assessment (10.83%)

Summary - Performance Standard 2 Planning and Assessment

NONE

Artifacts - Performance Standard 2 Planning and Assessment

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 2 Planning and Assessment

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 2: Planning and Assessment	The district leader proactively seeks out research on the effective use of assessment data and ensures district personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The district leader fosters the success of all students by strategically gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The district leader inconsistently gathers analyzes and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The district leader does not gather, analyze and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.

[Enter Notes](#)

Rubric Score: 0/0

Performance Standard 3: Instructional/Operational Leadership (10.83%)

Summary - Performance Standard 3 Instructional-Operational Leadership

NONE

Artifacts - Performance Standard 3 Instructional-Operational Leadership

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 3 Instructional-Operational Leadership

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 3: Instructional/Operational Leadership	The district leader actively and consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.	The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.	The district leader inconsistently advocates and sustains a culture and program conducive to learning and professional development of staff..	The district leader does not advocates and sustains a culture and programs conducive to learning and professional development of staff

[Enter Notes](#)

Rubric Score: 0/0

Performance Standard 4: Organizational Management (10.83%)

Summary - Performance Standard 4 Organizational Management

NONE

Artifacts - Performance Standard 4 Organizational Management

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 4 Organizational Management

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 4: Organizational Management	The district leader is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The district leader fosters the success of all students by supporting, managing, and overseeing the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader inconsistently supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader inadequately supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.

[Enter Notes](#)

Rubric Score: 0/0

Performance Standard 5: Communication and Community Relations (10.83%)

Summary - Performance Standard 5 Communication and Community Relations

NONE

Artifacts - Performance Standard 5 Communication and Community Relations

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 5 Communication and Community Relations

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 5: Communication and Community Relations	The district leader proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	The district leader inconsistently supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.

[Enter Notes](#)

Rubric Score: 0/0

Performance Standard 6: Professionalism (10.83%)

Summary - Performance Standard 6 Professionalism

NONE

Artifacts - Performance Standard 6 Professionalism

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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Performance Standard 6 Professionalism

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 6: Professionalism	The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The district leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The district leader is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The district leader shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

[Enter Notes](#)

Rubric Score: 0/0

District Leader Student Progress Component

Performance Standard 7: Evidence of Progress (15%)

Summary - Performance Standard 7 Evidence of Progress

NONE

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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Performance Standard 7 Evidence of Progress

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
Performance Standard 7: Evidence of Progress	In addition to meeting the standard, the district leader's leadership results in a high level of student academic progress with all populations of learners.	The district leader's leadership results in acceptable, measurable, student academic progress based on established standards.	The district leader's leadership results in student academic progress that inconsistently meets the established standard.	The district leader's leadership consistently results in inadequate student academic progress.
Enter Notes				
Rubric Score: 0/0				

Because specific calculations for the Growth Measures component have not yet been determined by the New Jersey Department of Education, the Standard 7 performance appraisal rubric is provided above; however, should a district determine it is more appropriate to directly account for specific growth measures (i.e. mSGP and/or average SGO), they may elect to simply use the chart below.

Evaluation Leadership (VPs Only)

The section below MUST be completed for any Vice Principals evaluated using this form.

2014-15 NJ Evaluation Leadership: AP/VP: A. Fulfilling Requirements of the Evaluation System

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
A. Fulfilling Requirements of the Evaluation System	Meets all district and state evaluation deadlines and provides support to other evaluators as needed	Meets all district and state evaluation deadlines	Meets majority of district and state evaluation deadlines	Fails to meet multiple district and state evaluation deadlines
Enter Notes				
Rubric Score: 0/0				

2014-15 NJ Evaluation Leadership: AP/VP: B. Providing Feedback and Planning for Growth

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
B. Providing Feedback and Planning for Growth	Guarantees that assigned observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric	Guarantees that assigned observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric	Guarantees some assigned observation reports and annual performance reports provide limited feedback aligned to components of evaluation rubric	Fails to guarantee assigned observation reports and annual performance reports provide feedback aligned to components of evaluation rubric
Enter Notes				
	Conducts "walkthroughs" of classrooms beyond those assigned by the principal	Regularly conducts assigned "walkthroughs" of classrooms	Rarely conducts assigned "walkthroughs" of classrooms	Fails to conduct "walkthroughs" of classrooms
Enter Notes				
Rubric Score: 0/0				

2014-15 NJ Evaluation Leadership: AP/VP: C. Assuring Reliable, Valid Observation Results

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
C. Assuring Reliable, Valid Observation Results	Organizes and participates in calibration activities such as ongoing training, viewing instruction with other observers, and discussing shared understandings of effective classroom instruction	Participates in calibration activities such as ongoing training, viewing instruction with other observers, and discussing shared understandings of effective classroom instruction	Minimally participates in calibration activities such as ongoing training and viewing instruction with other observers	Fails to participate in calibration activities such as ongoing training and viewing instruction with other observers
Enter Notes				
	Completes State requirement for co-observing twice during school year; shares learning from co-observation experiences with colleagues in order to strengthen observation process	Completes State requirement for co-observing twice during school year	Completes only 1 of 2 State required co-observations during school year	Fails to complete any State required co-observations during school year
Enter Notes				
Rubric Score: 0/0				

2014-15 NJ Evaluation Leadership: AP/VP: D. Assuring High-Quality Student Growth Objectives (SGOs)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
D. Assuring High-Quality Student Growth Objectives (SGOs)	Supports all assigned teachers in the creation of rigorous, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Supports all assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Supports some assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Fails to support assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals
Enter Notes				
Rubric Score: 0/0				

Evaluation Summary

- jn Recommended for continued employment.
- jn Recommended for placement on a Corrective Action Plan. (One or more standards are ineffective or two or more standards are partially effective; or the overall rating is ineffective or partially effective.)
- jn Recommended for Dismissal/Non-renewal. (The district leader has failed to make progress on a Corrective Action Plan, or the district leader consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Improvement Goals:

Rubric Score Report

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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Cumulative Summative Rating:

Overall Evaluation Summary Rating:

jn Highly Effective 3.50-4.00 points jn Effective 2.65-3.49 points jn Partially Effective 1.85-2.64 points jn Ineffective 1.00-1.84 points