DLEPES Summative Performance Report

District Leader Practice Component

Performance Standard 1: Mi	ssion, Vision, and Goal	ls (10.83%	%)				
Summary - Performance Standard 1 Mission, Vision, and Goals							
				NONE			
Artifacts - Performance Stand	ard 1 Mission, Vision, a	nd Goals	;			<u> </u>	
Name Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded		
Performance Standard 1 Missi	on, Vision, and Goals					<u> </u>	
Criteria	Highly Effective In addition to meeting the requirements for Effective.		Effective Effective is the expected level of performance.		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.			
				<u>Enter</u>	<u>Notes</u>		
			Rubi	ric Score: 0/0			
Performance Standard 2: Pla	nning and Assessment	(10.920/)				
reflormance Standard 2: Fla	nning and Assessment	(10.83%)	,				
Summary - Performance Stan	dard 2 Planning and As	sessmen	t			<u> </u>	
				NONE			
Artifacts - Performance Stand	ard 2 Planning and Ass	sessment				<u> </u>	
Name _ Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded		
Performance Standard 2 Plan	ning and Assessment					<u> </u>	
Criteria In addition to meet			g the Effective is the expected level				
Criteria	Highly Effective In addition to meet. requirements for Eff	ing the	Effective is	s the expected level	Partially Effective	Ineffective	
Criteria Performance Standard 2: Planning and Assessment	In addition to meet	ctively he nent data sonnel ndings nprove resulting	The district success of a strategically analyzing, a data to guid decision may established and proced	s the expected level performance. I leader fosters the all students by y gathering, and using a variety of de planning and aking consistent with guidelines, policies, ures that result in ademic 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.	
Performance Standard 2:	In addition to meet requirements for Eff The district leader proaseeks out research on teffective use of assessmand ensures district perare aware of relevant fiand are using data to ininstructional programs, in improved student aca	ctively he nent data sonnel ndings nprove resulting	The district success of a strategically analyzing, data to guid decision may established and proced student acar	s the expected level performance. I leader fosters the all students by y gathering, and using a variety of de planning and aking consistent with guidelines, policies, ures that result in ademic progress. Enter	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	
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Performance Standard 4: Organizational Management(10.83%)									
Summary - Performance Standard 4 Organizational Management									
				NONE					
Artifacts - Performance Sta	ndard 4 Organizational	Manageme	ent				<u> </u>		
Name Type	Category	Category Rubric Align		Criteria Alignment	Date Uploaded	*			
Performance Standard 4 Or	ganizational Manageme	ent							
remormance Standard 4 Or				Effective					
Criteria	Highly Effective In addition to meeting the requirements for Effective		Effective is the expected level of performance.		Partially	Effective	Ineffective		
Performance Standard 4: Organizational Managemer			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 leade supports,, mana oversees the dep organization, op of resources for and effective lea environment.	ges and partment's eration, and use a safe, efficient	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.		
			Ru	bric Score: 0/0	<u>Notes</u>				
Performance Standard 5: C	Communication and Cor	nmunity R	elations (1	10.83%)					
Summary - Performance Sta	andard 5 Communicatio	n and Com	munity Re	lations NONE			•		
Artifacts - Performance Sta	ndard 5 Communication	and Comn	nunity Rel	ations			_		
Name Type	Category	Rubric Alig	-	Criteria Alignment	Date Uploaded	*	_		
1,750	24.132.7	7 (3.1.2.79		e memor mg-mioni					
Performance Standard 5 Co	mmunication and Comn	nunity Rela	tions						
	Highly Effect			Effective					
Criteria	In addition to med requirements for E	eting the		is the expected level performance.	Partially	Efective	Ineffective		
Performance Standard 5: Communication and Community Relations	The district leader proseeks and creates inn and productive metho communicate and engeffectively with stakel	ovative ds to gage	success o	ct leader fosters the f all students by cating and collaborating y with stakeholders.	The district leade supports,, mana oversees the dep organization, opo of resources for and effective lea environment.	ges and partment's eration, and use a safe, efficient	The district leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.		
			-		<u>Notes</u>				
			Ru	bric Score: 0/0					
Performance Standard 6: I	Professionalism (10.83%	(o)							
Summary - Performance St	andard 6 Professionalis	s m		NONE			•		
							_		
Artifacts - Performance Sta							•		
Name Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded	*			
							_		
Performance Standard 6 Pr							_		
Criteria	In addition to med	Highly Effective In addition to meeting the requirements for Effective		Effective is the expected level performance.	Partially	Effective	Ineffective		
Performance Standard 6: Professionalism	professionalism beyor school district through works, formal present	The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or		ct leader fosters the f students by ating professional and ethics, engaging lous professional ent, and contributing of store.	The district leade in demonstrating standards, engage continuous profe development, or to the profession	g professional ging in essional in contributing	The district leader shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.		
			Ru	bric Score: 0/0					
District Leader Student Progress Component									
Performance Standard 7: Evidence of Progress (15%)									
Summary - Performance Standard 7 Evidence of Progress							IRIT 3 - 5/12/16		
	The state of Fi	J 5. 003			EL	DUCATION EXH	DI 3 - 3/12/10		

NONE

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Name Type	Category Rubric Alig	nment Criteria Alignment	Date Uploaded			
Performance Standard 7 Evide	_			•		
Criteria	Highly Effective In addition to meeting the requirements for Effective	Effective Effective is the expected level of performance.	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 Rubric Score: 0/0	<u>Notes</u>			
	nowever, should a district determine in part below.	not yet been determined by the New t is more appropriate to directly accou	unt for specific growth measures (i.e.			
	Evalua	ition Leadership (VPs	only)			
The secti	on below MUST be compl	leted for any Vice Principa	als evaluated using this fo	orm.		
2014-15 NJ Evaluation Leaders	ship: AP/VP: A. Fulfilling Requir	rements of the Evaluation System	m	•		
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 Rubric Score: 0/0	<u>Notes</u>			
		Rubric Score: 0/0				
	ship: AP/VP: B. Providing Feedb			•		
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		
		<u>Enter</u>	<u>Notes</u>			
	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 Pubric Scores 0/0						
		Rubric Score: 0/0				
	ship: AP/VP: C. Assuring Reliabl			•		
Criteria	Highly Effective	Effective Destricted to a collegation	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 participates in calibration activities such as ongoing training and viewing instruction with other observers		
<u>Enter Notes</u>						
	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	<u>Notes</u>			
		Rubric Score: 0/0				
2014-15 NJ Evaluation Leaders	ship: AP/VP: D. Assuring High-Q	Quality Student Growth Objective	es (SGOs)			
Criteria	Highly Effective	Effective	Partially Effective	Ineffective		
D. Accuring High-Quality	Cupports all accioned teachers	Supports all assigned teachers	Cupports same assigned	Taile to accompate ancional		

Artifacts - Performance Standard 7 Evidence of Progress

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

Enter Notes

EDUCATION EXHIBIT 3 - 5/12/16

Paccommended 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.) Paccommended 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 Cumulative Summative Rating:	
Overall Evaluation Summary Rating: jn Highly Effective 3.50-4.00 jn Effective 2.65-3.49 points jn Partially Effective 1.85-2.64 jn Ineffective 1.00-1.84 points jn Ineffective 1.00-1.84 points	

Evaluation Summary

 $j_{\mbox{\scriptsize η}}$ Recommended for continued employment.