LEPES AP/VP Summative Performance Report

Directions: *Evaluators use this form prior to providing the assistant/vice principal with an assessment of performance. The weighting of each standard is in parenthesis. The assistant/vice principal should be given a copy of the form at the end of each evaluation cycle.*

Principal Practice Component

Performance Standard 1: Instructional Leadership

Summary – LEPES Performance Standard 1: Instructional Leadership

NONE

Artifacts – LEPES Performance Standard 1: Instructional Leadership

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 1: Instructional Leadership

Criteria	Highly Effective	Effective *Effective* is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 1: Instructional Leadership	The principal 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 principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal inconsistently fosters the success of students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The principal does not foster the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Enter Notes

Rubric Score: 0/0

Performance Standard 2: School Climate

Summary – LEPES Performance Standard 2: School Climate

NONE

Artifacts – LEPES Performance Standard 2: School Climate

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 2: School Climate

Criteria	Highly Effective	Effective *Effective* is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 2: School Climate	The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive, and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal does not promote the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.

Enter Notes

Rubric Score: 0/0

Performance Standard 3: Human Resources Management

Summary – LEPES Performance Standard 3: Human Resources Management

NONE

Artifacts – LEPES Performance Standard 3: Human Resources Management

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 3: Human Resources Management

Criteria	Highly Effective	Effective *Effective* is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 3: Human Resources Management	The principal consistently demonstrates expertise in human resources management, which results in a highly productive workforce (e.g., highly satisfied stakeholders, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.

Enter Notes

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Rubric Score: 0/0

Performance Standard 4: Organizational Management

Summary – LEPES Performance Standard 4: Organizational Management

NONE

Artifacts – LEPES Performance Standard 4: Organizational Management

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 4: Organizational Management

Criteria	Highly Effective	Effective *Effective* is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 4: Organizational Management	The principal is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

Enter Notes

Rubric Score: 0/0

Performance Standard 5: Communication and Community Relations

Summary – LEPES Performance Standard 5: Communication and Community Relations

NONE

Artifacts – LEPES Performance Standard 5: Communication and Community Relations

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 5: Communication and Community Relations

Criteria	Highly Effective	Effective *Effective* is the expected level of performance.	Partially Effective	Ineffective
Performance Standard 5: Communication and Community Relations	The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

Enter Notes

Rubric Score: 0/0

Performance Standard 6: Professionalism

Summary – LEPES Performance Standard 6: Professionalism

NONE

Artifacts – LEPES Performance Standard 6: Professionalism

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

LEPES Performance Standard 6: Professionalism

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

Enter Notes

Rubric Score: 0/0

Artifacts - Performance Standard 7: Student Progress

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

NJDOE Evaluation Leadership: Assisstant/Vice Principal Component

Each of the 6 rows of the rubric are scored, and then an average taken on the Composite Score form to comprise 20% of the overall rating.

NJ Evaluation Leadership: AP/VP: A. Fulfilling Requirements of the evaluation system

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
A. Fulfilling Requirements of	Meets all district and state	Meets all district and state	Meets majority of district and	Fails to meet multiple district

| the Evaluation System | evaluation deadlines and provides support to other evaluators as needed | evaluation deadlines | state evaluation deadlines | and state evaluation deadlines |

<div align="center">Enter Notes</div>

Rubric Score: 0/0

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

<div align="center">Enter Notes</div>

| | 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 |

<div align="center">Enter Notes</div>

Rubric Score: 0/0

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 participates in calibration activities such as ongoing training and viewing instruction with other observers

<div align="center">Enter Notes</div>

| | 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 |

<div align="center">Enter Notes</div>

Rubric Score: 0/0

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

<div align="center">Enter Notes</div>

Rubric Score: 0/0

Evaluation Summary

Commendations:

Areas Noted for Improvement:

Improvement Goals:

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