## **DLEPES Summative Performance Report**

## **District Leader Practice Component**

Artifacts - Performance Standard 1 Mission, Vision, and Goals  Criteria  Cri	Performance Standard 1: Mission, Vision, and Goals (10.83%)									
Artifacts - Performance Standard 1 Mission, Vision, and Goals  Criteria  Criteria  Criteria  Criteria  Criteria  Te district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission, Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision, and Goals  The district leader richely and Mission Vision of the district shared vision of a student scaleshing vision of the district shared v	Summary - Performance Stan	dard 1 Mission, Vision,	and Goals				<u> </u>			
Performance Standard 1 Mission, Vision, and Goals  Criteria  Criteria  Audition to meeting the elective of the expected level of the district leader for standard 1 Mission, Vision, and Goals  Performance Standard 1 Mission, Vision, and Goals  Criteria  Audition to meeting the elective of the expected level of the elective leaders to the ele					NONE					
Performance Standard 1: Mission, Vision, and Goals  Criteria  Thighly Effective Performance Standard 2: Mission, Vision, and Goals  Seeman Standard 3: Instructional Operational Leadership  Criteria  Seeman Standard 3: Instructional Operational Leadership  Criteria  Seeman Standard 3: Instructional Operational Leadership  Note  Seeman Standard 3: Instructional Operational Leadership  Criteria  Seeman Standard 3: Instructional Operational Leadership  Criteria  Seeman Standard 3: Instructional Operational Leadership  Note  Seeman Standard 3: Instructional Operational Leadership  Criteria  Seeman Standard 3: Instructional Operational Leadership  Operand Standard 3: Instructional	Artifacts - Performance Stand	Artifacts - Performance Standard 1 Mission, Vision, and Goals								
Criteria   Indition to meeting the excellence   Indition   Indi	Name Type	Category	Category Rubric Alignment Criteria Alignment			Date Uploaded				
Criteria   Indition to meeting the excellence   Indition   Indi										
Criteria In addition to meeting the of performance. Standard 1 In the district leader satively and performance. The district leader intensistently properly and performance standard 2 instructional programs are result in successful. The district leader programs are result in successful properly and properly properly and properly pr	Performance Standard 1 Miss	on, Vision, and Goals								
Considerably employs monocytic acidemic progress and result in a stand vision of teaching and acidemic progress and result in a stand vision of teaching and acidemic progress and result in a stand vision of teaching and acidemic progress and result in a stand vision of teaching and learning that leads to student acidemic progress and school improvement.  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **None**  **Performance Standard 2 Planning and Assessment  **None**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment  **Rubric Scores 9/0**  **Performance Standard 2 Planning and Assessment of a standard 2 Planning and Assessment of a standard 2 Planning and Assessment of a standard 3 Instructional Poperational Leadership (10.83%)  **Performance Standard 3 Instructional-Operational Leadership (10.83%)  **Summary Performance Standard 3 Instructional-Operational Leadership of a	Criteria	In addition to meet	ing the	Effective is	the expected level	Partially Effective	Ineffective			
Performance Standard 2 Planning and Assessment None  Artifacts - Performance Standard 2 Planning and Assessment None  Criteria  Type Cotegory Rubic Alignment Citieria  Type Criteria  The descrite feed of performance Standard 2 Planning and Assessment  Criteria  The descrite feed of performance Standard 2 Planning and Assessment  Criteria  The descrite feed of performance Standard 2 Planning and Assessment  The descrite feed of performance Standard 2 Planning and Assessment  The descrite feed of performance Standard 2 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Planning and Assessment  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3 Instructional/Operational Leadership  The descrite feed of performance Standard 3		ion, Vision, and Goals  The district leader actively at consistently employs innovat and effective leadership strategies that maximize stude academic progress and result a shared vision of teaching a learning that reflects		success of a facilitating t articulation, the district's teaching an to student a	all students by the development, , and stewardship of s shared vision of d learning that leads academic progress	facilitates the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress	facilitate the development, articulation, and stewardship of the district's shared vision of teaching and learning that leads to student academic progress			
Performance Standard 2: Planning and Assessment  None  Artifacts - Performance Standard 2: Planning and Assessment  None  Performance Standard 2: Planning and Assessment  Criteria  Indight Effective  In addition to meeting the effective use of accessment to a variety of data to guide planning and Assessment  The district leader proactively are aware of relevant findings and are using data to improve data to guide planning and are aware of relevant findings and are using data to improve data to guide planning and decision making consistent with standard and are aware of relevant findings and are using data to improve data to guide planning and decision making consistent with standard and are aware of relevant findings and are using data to improve data to guide planning and decision making consistent with standard and are aware of relevant findings and are using data to improve data to guide planning and decision making consistent with standard and the standard and are aware of relevant findings and are using data to improve decision making consistent with standard and are aware of relevant findings and are using data to improve decision making consistent with standard and are aware of relevant findings and are using data to improve decision making consistent with standard and to guide planning and decision making consistent with standard and to guide planning and decision making consistent with standard and to guide planning and decision making consistent with standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and to guide planning and decision making consistent with a standard and and are using data to improve and use a variety of data to guide						<u>Notes</u>				
Artifacts - Performance Standard 2 Planning and Assessment  Nome  Type Category Rubric Algoment Criteria Algoment  Criteria Ilighly Effective In addition to meeting the requirements for Effective. Performance Standard 2: Planning and Assessment  The district leader proactively seeks out research on the effective earned are using data to limprove einstructional programs, resulting in improved student academic performance.  The district leader in the success of all students by analyzing and using a variety of acts or guide planning and are using data to limprove einstructional programs, resulting in improved student academic performance.  The district leader in Sees and uses a variety of acts or guide planning and are using data to limprove einstructional programs, resulting in improved student academic performance.  The district leader in Sees and sees and are using a district by programs, and using a variety of acts or guide planning and are using data to limprove einstructional programs, resulting in improved student academic performance.  The district leader in Sees and sees a variety of acts or guide planning and are using a district by sees of all students or progress.  This little sees are seed to see a variety of acts or guide planning and are using a district by analyzing and using a variety of acts or guide planning and are using a district by analyzing and uses a variety of acts or guide planning and are using a district by analyzing and uses a variety of acts or guide planning and are using a district by analyzing and uses a variety of acts or guide planning and are using a district by a season of all students are used to see a variety of acts or guide planning and are using a district by analyzing and uses a variety of acts or guide planning and are using a district by a season of all students are used to see a variety of acts or guide planning and active to the student academic programs.  Sinter locks  The district leader students and the success of all students, saff, and the success of all student				Rubi	ric Score: 0/0					
Artifacts - Performance Standard 2 Planning and Assessment  Nome  Type Category Rubre Alignment Cateria Alignment  Criteria Ilighly Effective In addition to meeting the requirements for Effective. Performance Standard 2: Planning and Assessment  The district leader proactively seeks out research on the effective use of performance.  The district leader for stores the success of all students by sarries analyzes and uses a variety of acts or guide planning and are using a fait to limptove instructional programs, resulting in improved students academic performance.  Performance Standard 3: Instructional Programs, resulting in improved students academic performance.  Rubric Scores (7)  Performance Standard 3 Instructional-Operational Leadership  Criteria Ilighly Effective In defiding the meeting the requirements for Effective. In the district leader of some the success of all students by advantage of a variety of acts to guide planning and series making consistent with established guidelines, policies, and procedures that result in student academic progress.  Enter Notes  Performance Standard 3: Instructional-Operational Leadership  None  Artifacts - Performance Standard 3 Instructional-Operational Leadership  Criteria Ilighly Effective In addition to meeting the regulierments for Effective.  In the district leader student academic progress.  Effective is the expected level of performance, analyzes and uses a variety of acts to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.  Effective is the expected level of performance, analyzes and uses a variety of acts to guide planning and are using addition and accession making consistent with established guidelines, policies, and procedures that result in student academic progress.  Effective is the expected level of performance,  Instructional Poperational Leadership  In the district leader academic progress, consistently advocates and sustains a culture advocates and sustains a	Porformance Standard 1. Dis	nning and Assessment	(10.830/)							
Artifacts - Performance Standard 2 Planning and Assessment    Performance Standard 2 Planning and Assessment	Terrormance Standard 2. Tra	mining and Assessment	(10.6376)							
Artifacts - Performance Standard 2 Planning and Assessment  Criteria  Type  Galegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  Performance Standard 2: Planning and Assessment  Assessment  Assessment of effective use of assessment date and ensure solitate personnel or relevant infindings in improved student academic performance.  Performance Standard 3: Instructional/Operational Leadership  Criteria  Type  Calegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  Performance Standard 3: Instructional/Operational Leadership  Criteria  Type  Calegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  Performance Standard 3 Instructional-Operational Leadership  Criteria  Type  Calegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  Type  Criteria  Type  Calegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  The district leader footers the success of all students by a strategically gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, politicis, analyzing, and procedures that result in student academic progress.  Enter Notes  Rubric Score: 9/0  Performance Standard 3: Instructional-Operational Leadership  None  Type  Calegory  Rubric Alignment  Criteria Individuation to meeting the requirements for Effective  The district leader footers the success of all students by a variety of data to guide planning and decision making consistent with established guidelines, politicis, analyzing, and procedures that result in student academic progress.  Enter Notes  Performance Standard 3: Instructional-Operational Leadership  None  Type  Criteria  Individuation to meeting the requirements for Effective  The district leader footers the success of all students by a variety of data to guide planning and variety of data to guide planning and variety of	Summary - Performance Stan	dard 2 Planning and As	sessment				<u> </u>			
Performance Standard 2 Planning and Assessment					NONE					
Performance Standard 2: Planning and Assessment    Highly Effective   In addition to meeting the equirements for Effective. In the district leader prostate leader state and the effective set of performance. The district leader prostate in the effective set of assessment of the effective set of the effective set of assessment of the effective set of t	Artifacts - Performance Stand	lard 2 Planning and Ass	sessment				<u> </u>			
Criteria	Name Type	Category	Rubric Alignr	ment	Criteria Alignment	Date Uploaded				
Criteria										
The district leader proactively selective in the requirements for Effective. In the district leader proactively selected in the requirements for Effective. In the district leader proactively selected in the process of all students by selected in 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.    Performance Standard 3: Instructional/Operational Leadership (10.83%)   Summary - Performance Standard 3 Instructional-Operational Leadership	Performance Standard 2 Plan	ning and Assessment					<u> </u>			
Planning and Assessment  seeks out research on the effective use of assessment data and ensures district personnel and edecision making consistent with established guidelines, policies, and procedures that result in student academic progress.  Enter Notes  Performance Standard 3 Instructional-Operational Leadership  None  Artifacts - Performance Standard 3 Instructional-Operational Leadership  Criteria  Indition to meeting the requirements for Effective Instructional/Operational Leadership  The district leader actively and offictive leader fosters the success of all students by sarlety and sugather, analyze 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.  Enter Notes  Performance Standard 3 Instructional-Operational Leadership  Criteria  Indiation to meeting the requirements for Effective Ineffective  Ineffective Ineffective Indiation to meeting the requirements for Effective, and programs conductive to learning and professional development of staff.  The district leader doses not advocates and sustains a culture and program conductive to learning and professional development of staff.  The district leader oscolucity to learning and professional development of	Criteria	In addition to meet	ing the	Effective is the expected level		Partially Effective	Ineffective			
Performance Standard 3: Instructional/Operational Leadership (10.83%)  Summary - Performance Standard 3 Instructional-Operational Leadership  NONE  Artifacts - Performance Standard 3 Instructional-Operational Leadership  Type Category Rubric Alignment Criteria Alignment Date Uploaded  Performance Standard 3 Instructional-Operational Leadership  Criteria Highly Effective In addition to meeting the requirements for Effective  Performance Standard 3: Instructional/Operational Leadership  The district leader actively and consistently 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 professional development of staff.  Enter Notes		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		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		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.	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			
Performance Standard 3: Instructional-Operational Leadership  NONE  Artifacts - Performance Standard 3 Instructional-Operational Leadership  Type Category Rubric Alignment Criteria Alignment Date Uploaded  Performance Standard 3 Instructional-Operational Leadership  Criteria Inadition to meeting the requirements for Effective  Performance Standard 3: Instructional-Operational Leadership  The district leader actively and consistently employs innovative and comsistently 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 sustains a culture and program conducive to learning and professional development of staff.  Enter Notes				Ruhi		<u>Notes</u>				
Summary - Performance Standard 3 Instructional-Operational Leadership  None  Artifacts - Performance Standard 3 Instructional-Operational Leadership  Performance Standard 3 Instructional-Operational Leadership  Criteria  Highly Effective In addition to meeting the requirements for Effective  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.  Effective is the expected level of performance.  The district leader inconsistently and community by advocating and sustaining a culture and program conducive to learning and program conducive to learning and professional development of staff  Enter Notes				Kubi						
Artifacts - Performance Standard 3 Instructional-Operational Leadership  Name Type Category Rubric Alignment Criteria Alignment Date Uploaded  Performance Standard 3 Instructional-Operational Leadership  Criteria Highly Effective In addition to meeting the requirements for Effective  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 professional development of staff.  Enter Notes	Performance Standard 3: Ins	structional/Operational	Leadersh	i <b>p</b> (10.83%	(o)					
Artifacts - Performance Standard 3 Instructional-Operational Leadership  Type Category Rubric Alignment Criteria Alignment Date Uploaded  Performance Standard 3 Instructional-Operational Leadership  Criteria Highly Effective In addition to meeting the requirements for Effective  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 program conducive to learning and program conducive to learning and programs conducive to learning and professional development of staff  Enter Notes	Summary - Performance Stan	dard 3 Instructional-O	perational	Leadershi			•			
Performance Standard 3 Instructional-Operational Leadership  Criteria    Highly Effective	Artifacts - Performance Stand	lard 3 Instructional On	erational	Leadorchin			-			
Performance Standard 3 Instructional-Operational Leadership  Criteria Highly Effective In addition to meeting the requirements for Effective  Performance Standard 3: Instructional/Operational Leadership  The district leader cactively 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 professional development of staff.  Enter Notes  Effective Partially Effective Ineffective Ineffective Ineffective advocates and sustains a culture and program conducive to learning and programs conducive to learning and professional development of staff.						Date Unloaded				
Criteria    Highly Effective   In addition to meeting the requirements for Effective	Туре	Category	Aubiic Alighi	ment	Ontena Alignment	Date Optioaued				
Criteria    Highly Effective   In addition to meeting the requirements for Effective	Performance Standard 2 Track	ructional-Operational L	eadership							
The district leader actively and consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.   Effective is the expected level of performance.	r Gromance Standard 3 Inst				Effective					
Instructional/Operational Leadership  consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.  consistently employs innovative and community by advocating and community by advocating and program conductive to learning and professional development of staff.  advocates and sustains a culture and program conductive to learning and professional development of staff.  Enter Notes	Criteria	In addition to meet	ing the	Effective is	s the expected level	Partially Effective	Ineffective			
	consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.		success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional		advocates and sustains a culture and program conducive to learning and professional	advocates and sustains a culture and programs conducive to learning and professional				
			-	and resultin	ng in the professional taff.	,	·			

Performance Standard 4: Organizational Management(10.83%)									
Summary - Performance Standard 4 Organizational Management									
				NONE					
Artifacts - Performance Sta	andard 4 Organizational	Manageme	ent				<u> </u>		
Name Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded	*			
Performance Standard 4 O	rganizational Manageme	ent							
Terrormance Standard 4 Of	Highly Effec			Effective					
Criteria	In addition to me requirements for E	eting the	Effective is the expected level of performance.		Partially Effective		Ineffective		
Performance Standard 4: Organizational Managemen	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.		
			Ru	bric Score: 0/0	<u>Notes</u>				
Performance Standard 5: 0	Communication and Con	mmunity R	elations (	10.83%)					
Summary - Performance St	andard 5 Communicatio	on and Com	munity Re	elations NONE					
Artifacts - Performance Sta	andard 5 Communication	n and Comn	nunity Rel	lations					
Name Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded	<u></u>			
Performance Standard 5 Co	ommunication and Comm	nunity Rela	tions				•		
		Highly Effective		Effective					
Criteria	In addition to me requirements for E			is the expected level f performance.	Partially	Efective	Ineffective		
Performance Standard 5: Communication and Community Relations	The district leader proseeks and creates in and productive methologometric communicate and engeffectively with stake	novative ods to gage	success o	ct leader fosters the of all students by cating and collaborating y with stakeholders.	The district leads supports,, mana oversees the deport of resources for and effective lead 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: 1	Professionalism (10.83%	<b>(6)</b>							
Summary - Performance St	tandard 6 Professionalis	sm							
				NONE					
Artifacts - Performance Sta	andard 6 Professionalis	m							
Name Type	Category	Rubric Alig	nment	Criteria Alignment	Date Uploaded	*	_		
1,77-						Less.			
Performance Standard 6 Pr	rofessionalism								
Criteria	Highly Effec In addition to me	Highly Effective In addition to meeting the		Effective Effective is the expected level of performance.		Effective	Ineffective		
Performance Standard 6: Professionalism	The district leader de professionalism beyon school district through works, formal presen	The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).		ct leader fosters the of students by rating professional s and ethics, engaging yous professional lent, and contributing ofession.	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.		
			Ru	bric Score: 0/0	<u>Notes</u>				
	Dictri	ct Load	or Stu	Ident Progress	Compon	ent.			
District Leader Student Progress Component  Performance Standard 7: Evidence of Progress (15%)									
Summary - Performance St	tandard 7 Evidence of P	rogress			Er	DUCATION EXH	IRIT 8 - 6/19/18		
,					EL	SOUTHON EVE	0 - 0/19/10		

NONE

Artifacts - Performance Stand	Artifacts - Performance Standard 7 Evidence of Progress								
Name Type	Category	ubric Alignment	Criteria Alignment	Date Uploaded	<u></u>				
Performance Standard 7 Evidence of Progress									
Criteria	Highly Effective  Criteria  In addition to meeting the requirements for Effective		Effective e is the expected level f performance.	Partially Effective		Ineffective			
Performance Standard 7: Evidence of Progress  In addition to me standard, the dis leadership results of student acade with all populatio		er's results in n level measura ress progress	rict leader's leadership n acceptable, ble, student academic based on established s.	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					
		Ru	ubric Score: 0/0						
Because specific calculations for the appraisal rubric is provided above; he they may elect to simply use the ch	nowever, should a district dete								
	Ev	aluation L	eadership (VPs	s Only)					
The secti	on below MUST be o				ısing this f	orm.			
2014-15 NJ Evaluation Leaders	ship: AP/VP: A. Fulfilling	Requirements of	of the Evaluation Syste	m					
Criteria	Highly Effective		Effective	Partially Ef		Ineffective			
A. Fulfilling Requirements of the Evaluation System	Meets all district and state evaluation deadlines and provides support to other evaluators as needed		district and state on deadlines	Meets majority of d state evaluation de		Fails to meet multiple district and state evaluation deadlines			
		Rı	Enter ubric Score: 0/0	<u>Notes</u>					
			<u> </u>						
2014-15 NJ Evaluation Leaders		Feedback and I							
Criteria  P. Providing Foodback and	Highly Effective	C	Effective ees that assigned	Partially Ef		Ineffective			
B. Providing Feedback and	Guarantees that assigned	Guarante							
Planning for Growth	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric	ide performa edback satisfact	ion reports and annual ance reports provide ory level of feedback o components of	Guarantees some a observation reports performance repor limited feedback al components of eva	s and annual ts provide igned to	Fails to guarantee assigned observation reports and annual performance reports provide feedback aligned to components of evaluation rubric			
Planning for Growth	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric	ide edback aligned t evaluatio	ion reports and annual ance reports provide ory level of feedback o components of on rubric	observation reports performance repor limited feedback al components of eva Notes	s and annual ts provide igned to luation rubric	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric			
Planning for Growth	observation reports and ar performance reports provi thorough, personalized fee aligned to components of	ide performa satisfact aligned t evaluation	ion reports and annual ance reports provide ory level of feedback o components of on rubric  Enter y conducts assigned oughs" of classrooms	observation reports performance repor limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of of	s and annual ts provide igned to luation rubric signed	observation reports and annual performance reports provide feedback aligned to components			
Planning for Growth	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those	dde performa satisfact aligned t evaluation  Regularly "walkthro	ion reports and annual ance reports provide ory level of feedback o components of on rubric  Enter y conducts assigned oughs" of classrooms	observation reports performance repor limited feedback al components of eva	s and annual ts provide igned to luation rubric signed	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs"			
Planning for Growth	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those	dde performa satisfact aligned t evaluation  Regularly "walkthro	ion reports and annual ance reports provide ory level of feedback o components of on rubric  Enter y conducts assigned oughs" of classrooms	observation reports performance repor limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of of	s and annual ts provide igned to luation rubric signed	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs"			
2014-15 NJ Evaluation Leaders	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those assigned by the principal	dde performa satisfact aligned t evaluation  of Regularly "walkthro	ion reports and annual ance reports provide ory level of feedback o components of on rubric  Enter y conducts assigned oughs" of classrooms  Enter ubric Score: 0/0  Observation Results	observation reports performance report limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of o	s and annual ts provide igned to luation rubric signed classrooms	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs" of classrooms			
2014-15 NJ Evaluation Leaders Criteria	observation reports and arperformance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those assigned by the principal  Ship: AP/VP: C. Assuring  Highly Effective	performa satisfactialigned t evaluation  of Regularly "walkthro	ion reports and annual ance reports provide ory level of feedback or components of on rubric  Enter y conducts assigned oughs" of classrooms  Enter ubric Score: 0/0  Dbservation Results  Effective	observation reports performance report limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of o	s and annual ts provide igned to luation rubric signed classrooms	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs" of classrooms			
2014-15 NJ Evaluation Leaders	observation reports and ar performance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those assigned by the principal	performa satisfactivaligned to evaluation of Regularly walkthrows Rules in as activities training, other obshared u	ion reports and annual ance reports provide ory level of feedback o components of on rubric  Enter y conducts assigned oughs" of classrooms  Enter ubric Score: 0/0  Observation Results	observation reports performance report limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of o	s and annual ts provide igned to luation rubric  signed classrooms  fective tes in s such as id viewing	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs" of classrooms			
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2014-15 NJ Evaluation Leaders Criteria C. Assuring Reliable, Valid	observation reports and an performance reports provi thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those assigned by the principal  Ship: AP/VP: C. Assuring  Highly Effective  Organizes and participates calibration activities such a ongoing training, viewing instruction with other obseand discussing shared understandings of effective classroom instruction  Completes State requirem for co-observing twice dur school year; shares learning from co-observation experiences with colleague order to strengthen observation	Reliable, Valid C  Reliable, Valid C  Reliable, Valid C  s in activities training, other observers, other observers, ee ent for co-observers in vation	ion reports and annual ance reports provide ory level of feedback or components of on rubric  Enter y conducts assigned oughs" of classrooms  Enter ubric Score: 0/0  Deservation Results  Effective  tes in calibration as understandings of classroom instruction  Enter ubric Score: 0/0  Enter ubric Score: 0/0  Enter ubric Score: 0/0  Este in calibration as understanding of classroom instruction  Enter ubric Score: 0/0  Enter ubric Score ubric	observation reports performance report limited feedback al components of eva  Notes  Rarely conducts as "walkthroughs" of or Notes  Partially Ef  Minimally participat calibration activities ongoing training an instruction with oth Notes  Completes only 1 or required co-observ	s and annual ts provide igned to luation rubric signed classrooms	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs" of classrooms  Ineffective  Fails to participates in calibration activities such as ongoing training and viewing instruction with other observers  Fails to complete any State required co-observations during			
2014-15 NJ Evaluation Leaders Criteria C. Assuring Reliable, Valid	observation reports and an performance reports provit thorough, personalized fee aligned to components of evaluation rubric  Conducts "walkthroughs" of classrooms beyond those assigned by the principal  Highly Effective  Organizes and participates calibration activities such a ongoing training, viewing instruction with other obse and discussing shared understandings of effective classroom instruction  Completes State requirem for co-observing twice dur school year; shares learnif from co-observation experiences with colleague order to strengthen observancess	Reliable, Valid C  Reliable, Valid C  s in activities training, other obshared u effective  ent ing ng ervers, control of the	ion reports and annual ance reports provide ory level of feedback or components of on rubric  Enter y conducts assigned oughs" of classrooms  Enter ubric Score: 0/0  Deservation Results  Effective  tes in calibration such as ongoing viewing instruction with servers, and discussing nderstandings of classroom instruction  Enter es State requirement eserving twice during ear  Enter ubric Score: 0/0	observation reports performance report limited feedback al components of eva Notes  Rarely conducts as "walkthroughs" of or Notes  Partially Ef  Minimally participat calibration activities ongoing training an instruction with oth Notes  Completes only 1 or required co-observing school year	s and annual ts provide igned to luation rubric signed classrooms	observation reports and annual performance reports provide feedback aligned to components of evaluation rubric  Fails to conduct "walkthroughs" of classrooms  Ineffective  Fails to participates in calibration activities such as ongoing training and viewing instruction with other observers  Fails to complete any State required co-observations during			

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 8 - 6/19/18

jn Recommended for Dismissal/Non-renewal. (The district leader consistently performs below the established standard	leader has failed to ma ds, or in a manner that i	ske progress on a Correctivities inconsistent with the sc	ve Action Plan, or the district hool's mission and goals.)			
Commendations:						
Areas Noted for Improvement:						
Improvement Goals:						
Rubric Score Report					_	
Rubric	Progress	Score Max Criter	ria Avg Last Completed			
Cumulative Summative Rating:						
Overall Evaluation Summary Rating:  jn Highly Effective 3.50-4.00 jn Effective 2.65-3.49 points points  points  points						

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.)

**Evaluation Summary** 

 $j_{\text{\tiny I}}$  Recommended for continued employment.