# LEPES AP/VP Summative Performance Report

## 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<br>*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<br>*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<br>*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                EDUCATION EXHIBIT 6 - 6/19/18

**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<br>*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**

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**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<br>*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**

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**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<br>*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 |
|---|---|---|---|---|

Enter Notes

**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 |
| | 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**

## 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 |
| | 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**

## 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

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

*Signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement. If there is disagreement with the ratings, follow the district procedure for submitting a rebuttal.*

*Clicking the acknowledge button is the equivalent of an online signature.*