LEPES AP/VP Summative Performance Report

<u>Directions</u>: 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

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Summary - LEPE	ES Performanc	e Standard 1: Instructi	ional Lea	dership				_
					NONE			
Artifacts - LEPES	S Performance	Standard 1: Instruction	onal Lead	ership				
Name _			nment Criteria Alignment		Date Uploaded	*		
LEPES Performa	nce Standard	1: Instructional Leader	ship					_
Crite	eria	Highly Effectiv	/e		Effective s the expected level 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.
				Bub	Enter	Notes		
				Kub	110 30016. 0/0			
Performance Sta	andard 2: Scho	ool Climate						
Summary - LEPE	ES Performanc	e Standard 2: School C	limate					_
					NONE			

Name 🔺	Туре	Category Ru	ubric Alignme	ent Criteria Alignment	Date Uploaded	*	
LEPES Perfor	mance Standard	d 2: School Climate					<u>~</u>
Cı	riteria	Highly Effective	Ef	Effective ffective is the expected level of performance.	Partially Eff	ective	Ineffective
Performance School Clima	e Standard 2: ite	The principal seeks out new opportunities or substantially impexisting programs to create an environment where students and stakeholders thrive, and the rigal academic expectations has significated as evident through res	nproves st ar nd rig or of cli ificantly	the principal fosters the success of all cudents by developing, advocating, and sustaining an academically gorous, positive, and safe school imate for all stakeholders.	The principal incons promotes the succe students by develop advocating, or susta cademically rigoro or safe school clima stakeholders.	ss of all bing, aining an us, positive,	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		

Performance Standard 3: Human Resources Management

Artifacts - LEPES Performance Standard 2: School Climate

Summary - LEPES	S Performance Sta	ndard 3: Human F	Resources Manageme	ent			
				NONE			
Artifacts - LEPES	Performance Star	ndard 3: Human R	esources Managemer	nt			
Name _	Туре	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	≛	

Rubric Score: 0/0

LEPES Performance Standard	3: Human Resources Manageme	nt		<u> </u>
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 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 Criteria Alignment Date Uploaded Name -Type Category Rubric Alignment **LEPES Performance Standard 4: Organizational Management Effective** Criteria **Highly Effective Partially Effective** Ineffective Effective is the expected level of performance. Performance Standard 4: The principal is exemplary at The principal fosters the success of all The principal inconsistently The principal inadequately Organizational Management organizational management, students by supporting, managing, and supports, manages, or oversees supports, manages, or oversees demonstrating proactive decisionoverseeing the school's organization, the school's organization, the school's organization, operation, or use of resources. operation, or use of resources. making, coordinating efficient operation, and use of resources. operations, and maximizing available resources **Enter Notes** Rubric Score: 0/0 **Performance Standard 5: Communication and Community Relations** Summary - LEPES Performance Standard 5: Communication and Community Relations Artifacts - LEPES Performance Standard 5: Communication and Community Relations Name -Category Rubric Alignment Criteria Alignment Date Uploaded **LEPES Performance Standard 5: Communication and Community Relations Effective** Criteria **Highly Effective Partially Effective** Ineffective Effective is the expected level of performance. Performance Standard 5: The principal proactively seeks and The principal fosters the success of all The principal inconsistently The principal demonstrates communicates or infrequently Communication and inadequate or detrimental creates innovative and productive students by communicating and **Community Relations** collaborates on issues of communication or collaboration collaborating effectively with methods to communicate and engage importance to stakeholders. with stakeholders. effectively with stakeholders. stakeholders Enter Notes Rubric Score: 0/0 Performance Standard 6: Professionalism Summary - LEPES Performance Standard 6: Professionalism NONE Autiforta | EDEC Doufoumones Chandend C. Buefossionali

Artifacts - LEPES Performance Standard 6: Professionalism									
Name _	Туре	Category	Rubric Align	ment	Criteria Alignment	Date Uploaded	*		
LEPES Performan	nce Standard 6: I	Professionalism							
Criter	ria	Highly Effective	ve	<i>Effective</i> is	Effective the expected level erformance.	Partially Ef	fective	Ineffective	
Performance Sta Professionalism	pi di fo	ne principal demonstrates of essionalism beyond the strict through published wrmal presentation(s), and/cognition(s) or award(s).	school orks, or formal	students by d professional s engaging in c	fosters the success of emonstrating standards and ethics, ontinuous professional and contributing to the	The principal is inco demonstrating prof standards, engagin continuous professi development, or in to the profession.	essional g in onal	The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.	
Enter Notes									
				Rubi	ric Score: 0/0				

NJDOE Evaluation Leadership: Assisstant/Vice Principal Component

Criteria Alignment

Date Uploaded

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.

Rubric Alignment

Artifacts - Performance Standard 7: Student Progress

Type

Name -

ΝJ

Category

Evaluation Leadership: AP/\	/P: A. Fulfilling Requirements o	of the evaluation system	EDUCATION EXHI	BIT 6 - 6/19/18
Criteria	Highly Effective	Effective	Partially Effective	Ineff

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	provides support to other evaluators as needed	evaluation deadlines	state evaluation deadlines	and state evaluation deadlines
			<u>Notes</u>	
		Rubric Score: 0/0		
NJ Evaluation Leadership: AP/	VP: B. Providing Feedback and F	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
			<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 Rubric Score: 0/0	<u>Notes</u>	
		Rubiic Score. 0/0		
NJ Evaluation Leadership: AP/	VP: C. Assuring Reliable, Valid C	Observation Results		<u> </u>
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
	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>	
		Enter Rubric Score: 0/0	<u>Notes</u>	
NJ Evaluation Leadership: AP/	VP: D. Assuring High-Quality Stu	Rubric Score: 0/0		
NJ Evaluation Leadership: AP/	VP: D. Assuring High-Quality Stu Highly Effective	Rubric Score: 0/0		Ineffective
		Rubric Score: 0/0)	
Criteria D. Assuring High-Quality Student Growth Objectives	Highly Effective Supports all assigned teachers in the creation of rigorous, curriculum-aligned SGOs with specified methods of assessing	Rubric Score: 0/0 Ident Growth Objectives (SGOs Effective Supports all assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals Enter	Partially Effective Supports some assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of	Ineffective Fails to support assigned teachers in the creation of feasible, curriculum-aligned SGOs with specified methods of
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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.