

# Principals

## PERFORMANCE STANDARDS

Principals are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Furthermore, principals are not expected to demonstrate each performance indicator.

### **Performance Standard 1: Instructional Leadership**

*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.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 1.1 Leads the collaborative development and sustainment of a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Provides teachers with resources for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.
- 1.10 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Participates in professional development alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective.</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
<p>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.</p>	<p><b>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.</b></p>	<p>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.</p>	<p>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.</p>

## **Performance Standard 2: School Climate**

*The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Models and inspires trust and a risk-tolerant environment by sharing information and power.
- 2.5 Maintains a collegial environment and supports the staff through the stages of the change process.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.7 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.
- 2.9 Develops and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
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.	<b>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</b>	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.

### **Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

- 3.1 Actively participates in the selection process, where applicable, and assigns highly-effective staff in a fair and equitable manner based on school needs, assessment data, and local and state requirements.
- 3.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as cultivates leadership potential through personal mentoring.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements the teacher and staff evaluation systems, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
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).	<b>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</b>	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.

**Performance Standard 4: Organizational Management**

*The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of New Jersey public education rules, regulations, and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and deals with them in a timely, consistent, and effective manner.
- 4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.
- 4.6 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.
- 4.8 Follows state and local policies with regard to finances and school accountability and reporting.
- 4.9 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in a smoothly operating workplace.

<p><b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i></p>	<p><b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>Partially Effective</b></p>	<p><b>Ineffective</b></p>
<p>The principal is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>	<p><b>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</b></p>	<p>The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.</p>

**Performance Standard 5: Communication and Community Relations**

*The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates long-and short-term goals and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	<b>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</b>	The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.

**Performance Standard 6: Professionalism**

*The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The principal:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive and forthright attitude.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
- 6.10 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

<p><b>Highly Effective</b> <i>In addition to meeting the requirements for Effective.</i></p>	<p><b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>Partially Effective</b></p>	<p><b>Ineffective</b></p>
<p>The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).</p>	<p><b>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</b></p>	<p>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</p>	<p>The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</p>

# District Leaders

## PERFORMANCE STANDARDS

District leaders are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Furthermore, district leaders are not expected to demonstrate each performance indicator.

### **Performance Standard 1: Mission, Vision, and Goals**

*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.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The district leader:**

- 1.1 Collaboratively develops and sustains a compelling shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to school improvement.
- 1.3 Promotes a climate of mutual respect, trust, and professionalism with staff.
- 1.4 Possesses knowledge of research-based instructional best practices in the classroom.
- 1.5 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction/procedures to ensure effective delivery of the curriculum/services.
- 1.6 Provides staff with resources for the successful implementation of effective strategies.
- 1.7 Communicates a clear vision of excellence and continuous improvement consistent with the vision/goals of the school district.
- 1.8 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the focus for continued learning of all members of the school community.



<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

**Performance Standard 2: Planning and Assessment**

*The district leader fosters the 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 student academic progress.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The district leader:**

- 2.1 Organizes the collaborative implementation of a district strategic plan based on analysis of data from a variety of sources.
- 2.2 Supports the district's vision by identifying, articulating, and planning to meet the needs of students, staff, and other stakeholders.
- 2.3 Uses research-based techniques to analyze and apply data gathered from district improvement measurements that include student assessment results and staff implementation practices.
- 2.4 Maintains a collegial environment and supports staff through the stages of the change process.
- 2.5 Addresses barriers to staff performance and provides positive working conditions to encourage retention of highly-effective personnel.
- 2.6 Uses research-based techniques to analyze and apply data gathered from district improvement measurements that include student assessment results and staff implementation practices.
- 2.7 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based practices that result in student learning/increased program effectiveness.
- 2.8 Is visible, approachable, and dedicates time to listen to the concerns of staff, teachers, and other stakeholders.
- 2.9 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall district effectiveness.
- 2.10 Monitors and evaluates the use of diagnostic, formative, and summative assessments to provide timely and accurate feedback to staff to inform practices.
- 2.11 Assesses factors affecting student achievement and directs change for needed improvements.
- 2.12 Works collaboratively to develop long and short-term goals and objectives consistent with the school districts.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective.</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The district leader proactively 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 performance.	The district leader fosters the 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 student academic progress.	The district leader inconsistently gathers, analyzes, and uses a variety of data to guide planning and decision making aligned 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 3: Instructional/Operational Leadership**

*The district leader fosters the success of all students, staff, and community by advocating and sustaining a culture and program conducive to learning and resulting in the professional growth of staff.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The district leader:**

- 3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school district.
- 3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.
- 3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school district and all schools meet all required federal, state, and local standards.
- 3.4 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.5 Properly implements staff evaluation systems, supports the important role evaluation plays in staff development, and evaluates performance of personnel using multiple sources.
- 3.6 Documents deficiencies and proficiencies, provides timely formal and informal feedback on strengths and weaknesses, and provides support, resources, and remediation for teachers and staff to improve job performance.
- 3.7 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.8 Recognizes and supports the achievements of highly-effective staff and provides them opportunities for increased responsibility.
- 3.9 Maximizes human resources by building on the strengths of teachers and staff members, and providing them with professional development opportunities to grow professionally and gain self-confidence in their skills.

- 3.10 Provides professional development programs consistent with program evaluation results and improvement plans.
- 3.11 Participates in professional development alongside staff when strategies are being taught for future implementation.
- 3.12 Evaluates the impact professional development has on the staff/school improvement and student academic progress.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The district leader actively and consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.	<b>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.</b>	The district leader inconsistently advocates and sustains a culture and program conducive to learning and professional development of staff.	The district leader does not advocate and sustain a culture and programs conducive to learning and professional development of staff

**Performance Standard 4: Organizational Management**

*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.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The district leader:**

- 4.1 Identifies, analyzes, and resolves problems using effective problem-solving techniques.
- 4.2 Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.
- 4.3 Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.
- 4.4 Acquires, allocates, and manages district human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the district's students, schools, and programs.
- 4.5 Demonstrates organizational skills to achieve department, school, and district goals.
- 4.6 Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.
- 4.7 Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.
- 4.8 Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and

professional development.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective.</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The district leader is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	<b>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.</b>	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.

**Performance Standard 5: Communication and Community Relations***The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.***Sample Performance Indicators***Examples may include, but are not limited to:***The district leader:**

- 5.1 Promotes a professional culture of mutual respect, trust and teamwork within the district.
- 5.2 Facilitates productive and timely communication.
- 5.3 Initiates communication and facilitates cooperation among staff regarding department or district initiatives.
- 5.4 Solicits staff input to discuss issues and goals and to promote effective decision-making.
- 5.5 Maintains visibility and accessibility to staff and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize resources and expertise to support the success of all students.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Partially Effective</b>	<b>Ineffective</b>
The district leader proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The district leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	The district leader inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.	The district leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.

**Performance Standard 6: Professionalism**

*The district leader fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The district leader:**

- 6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.
- 6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school district.
- 6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.
- 6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.
- 6.5 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.
- 6.6 Provides leadership on sharing ideas and information with staff and other professionals and encourages staff do so as well, by presenting workshops at local, state, regional, or national conferences.
- 6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.
- 6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.
- 6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

<p><b>Highly Effective</b> <i>In addition to meeting the requirements for Effective...</i></p>	<p><b>Effective</b> <i>Effective is the expected level of performance.</i></p>	<p><b>Partially Effective</b></p>	<p><b>Ineffective</b></p>
<p>The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).</p>	<p>The district leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</p>	<p>The district leader is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.</p>	<p>The district leader shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.</p>



## State Practice Instrument for Evaluation Leadership: Principal Evaluation 2013-14 School Year

### Domain 1: Building Knowledge and Collaboration

Component	Highly Effective		Effective		Partially Effective		Ineffective		Examples of Evidence
	Exceptional Practice and Outcomes		Consistent Practice and Outcomes		Inconsistent Practice and Outcomes		Unacceptable Practice and Outcomes		
<b>1A. Preparing Teachers for Success</b>	Actively solicits teacher input and involvement in providing ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Provides ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Inconsistently provides opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Fails to provide opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	-Teacher surveys following training -Written communication to teachers and school community -Faculty meeting agendas				
	Articulates vision of effective teaching clearly and frequently; vision is widely shared by stakeholders	Articulates vision of effective teaching	Inconsistently articulates vision of effective teaching	Fails to articulate vision of effective teaching					
<b>1B. Building Collaboration</b>	Provides effective, collaborative leadership to School Improvement Panel (SIP), ensuring the group exceeds required responsibilities	Ensures ScIP fulfills required responsibilities	Holds ScIP accountable inconsistently for fulfilling required responsibilities	Fails to ensure ScIP fulfills required responsibilities	- ScIP meeting agendas - Written communication to teachers - Survey results - Aggregate evaluation data - Teacher team meeting agendas, logs, and other documents				
	Enables shared learning from aggregate evaluation data	Shares aggregate evaluation data with ScIP	Inconsistently shares aggregate evaluation data with ScIP	Fails to share aggregate evaluation data with ScIP					
	Leads evaluation process with transparent, regular communication	Provides regular communication on evaluation issues	Provides limited communication about evaluation issues	Fails to communicate about evaluation issues					

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## Domain 2: Executing the Evaluation System Effectively

Component	Effective Consistent Practice and Outcomes			Partially Effective Inconsistent Practice and Outcomes		Ineffective Unacceptable Practice and Outcomes		Examples of Evidence
	Highly Effective Exceptional Practice and Outcomes	Effective Consistent Practice and Outcomes	Partially Effective Inconsistent Practice and Outcomes	Partially Effective Inconsistent Practice and Outcomes	Ineffective Unacceptable Practice and Outcomes	Ineffective Unacceptable Practice and Outcomes		
2A. Fulfilling Requirements of the Evaluation System	Always completes observations with fidelity to district and state requirements	Always completes observations with fidelity to district and state requirements	Usually completes observations with fidelity to district and state requirements	Fails to complete observations with fidelity to district and state requirements	<ul style="list-style-type: none"> <li>- Schedule of observations</li> <li>- Schedule of walkthroughs</li> <li>- Sample of observation reports</li> </ul>			
	Meets all evaluation deadlines and ensures that other administrators who report to the principal also do	Meets all evaluation deadlines	Meets majority of evaluation deadlines	Fails to meet multiple evaluation deadlines				
2B. Providing Feedback and Planning for Growth	Regularly coordinates and/or conducts "walkthroughs" of all classrooms in building	Regularly coordinates and/or conducts "walkthroughs" of classrooms of struggling teachers	Rarely coordinates and/or conducts "walkthroughs" of classrooms	Fails to coordinate or conduct "walkthroughs" of classrooms	<ul style="list-style-type: none"> <li>- Observation reports</li> <li>- Annual performance report</li> <li>- Evaluation data</li> <li>- Student learning data</li> <li>- List of professional development activities</li> </ul>			
	Guarantees observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric	Guarantees observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric	Allows some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric	Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric				
2C. Assuring Reliable, Valid Observation Results	Analyzes trends in evaluation and student learning data to guide targeted professional development	Identifies trends in evaluation and student learning data to guide targeted professional development	Inadequately identifies trends in evaluation and student learning data to guide targeted professional development	Fails to use trends in evaluation and student learning data to guide targeted professional development	<ul style="list-style-type: none"> <li>- Training agendas and rosters</li> <li>- Schedule of observations and co-observations</li> </ul>			
	Leads 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 participate in calibration activities such as ongoing training and viewing instruction with other observers				
2D. Assuring High-Quality Student Growth Objectives (SGOs)	Completes State requirement for co-observing twice during school year; provides opportunity for all observers in school to share learning from co-observation experience	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 of the State required co-observations during school year	<ul style="list-style-type: none"> <li>- Sample of SGOs</li> </ul>			
	Makes certain all teachers create rigorous, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Makes certain all teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Makes certain a majority of teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals	Fails to ensure a majority of teachers create feasible, curriculum-aligned SGOs with specified methods of assessing achievement of goals				
2D. Assuring High-Quality Student Growth Objectives (SGOs)	Ensures SGOs are recorded, monitored, and assessed accurately while enabling real-time learning from pursuit of objectives	Ensures SGOs are recorded, monitored, and assessed accurately	Inconsistently ensures SGOs are recorded, monitored, and assessed accurately	Fails to ensure SGOs are recorded, monitored, and assessed accurately				