



State Assistant/Vice Principal Evaluation Leadership Instrument



Component	<u>Highly Effective</u> Exceptional Practice and Outcomes	<u>Effective</u> Consistent Practice and Outcomes	<u>Partially Effective</u> Inconsistent Practice and Outcomes	<u>Ineffective</u> Unacceptable Practice and Outcomes	Examples of Evidence
A. Fulfilling Requirements of the Evaluation System	Meets all district and state evaluation deadlines and provides support to other evaluators as needed	Meets all district and state evaluation deadlines	Meets majority of district and state evaluation deadlines	Fails to meet multiple district and state evaluation deadlines	<ul style="list-style-type: none"> - Schedule of observations - Schedule of walkthroughs - Observation reports
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	<ul style="list-style-type: none"> - Observation reports - Annual performance report - Evaluation data - Student learning data - List of professional development activities
	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	
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 participate in calibration activities such as ongoing training and viewing instruction with other observers	<ul style="list-style-type: none"> - Training agendas and rosters - Schedule of observations and co-observations
	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	
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	<ul style="list-style-type: none"> - Sample of SGOs