State Principal Evaluation Leadership Instrument

Domain 1: Building Knowledge and Collaboration

Component	Highly Effective Exceptional Practice and Outcomes	Effective Consistent Practice and Outcomes	Partially Effective Inconsistent Practice and Outcomes	Ineffective Unacceptable Practice and Outcomes	Examples of Evidence
1A. Preparing Teachers for Success	Actively solicits teacher input and involvement in providing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Provides 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	
1B. Building Collaboration	Provides effective, collaborative leadership to School Improvement Panel (ScIP), ensuring the group exceeds required responsibilities	Ensures that ScIP fulfills required responsibilities	Holds ScIP accountable inconsistently for fulfilling required responsibilities	Fails to ensure that 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 shared with ScIP	Shares aggregate evaluation data with ScIP	Inconsistently shares aggregate evaluation data with ScIP	Fails to share aggregate evaluation data with ScIP	
	Leads evaluation process and solicits educator feedback with transparent, regular communication	Provides regular communication and solicits educator feedback about evaluation issues	Provides limited communication and solicits limited educator feedback about evaluation issues	Fails to communicate and solicit educator feedback about evaluation issues	

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The New Jersey Department of Education expresses appreciation to the District of Columbia Public Schools, Newark Public Schools, and the Rhode Island Department of Education whose principal evaluation instruments informed this work.

Domain 2: Executing the Evaluation System Effectively

Component	Highly Effective Exceptional Practice and Outcomes	Effective Consistent Practice and Outcomes	Partially Effective Inconsistent Practice and Outcomes	Ineffective Unacceptable Practice and Outcomes	Examples of Evidence
2A. Fulfilling Requirements of the Evaluation System	Meets all district and state evaluation deadlines and ensures that other administrators who report to the principal also do	Meets all district and state evaluation deadlines	Meets a majority of district and state evaluation deadlines	Fails to meet multiple district and state evaluation deadlines	- Schedule of observations - Schedule of walkthroughs - Observation reports
2B. Providing Feedback and Planning for Growth	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	Guarantees 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	- Observation reports - Annual performance report - Evaluation data - Student learning data - List of professional development activities
	Assures that professional development planning in the school is driven by comprehensive analyses of both evaluation and student learning data	Assures that professional development planning in the school takes into account both evaluation and student learning data	Assures that professional development planning in the school takes into account a limited amount of evaluation and student learning data	Fails to assure that professional development planning in the school takes into account both evaluation and student learning data	
	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	
2C. Assuring Reliable, Valid Observation Results	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	- Training agendas and rosters - Schedule of observations and co-observations
	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	
2D. Assuring High-Quality Student Growth Objectives (SGOs)	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	- Sample of 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	