# State Assistant/Vice Principal Evaluation Leadership Instrument

<table>
<thead>
<tr>
<th>Component</th>
<th>Highly Effective Exceptional Practice and Outcomes</th>
<th>Effective Consistent Practice and Outcomes</th>
<th>Partially Effective Inconsistent Practice and Outcomes</th>
<th>Ineffective Unacceptable Practice and Outcomes</th>
<th>Examples of Evidence</th>
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</table>
| A. Filling 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 | - 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 | - Observation reports  
- Annual performance report  
- Evaluation data  
- Student learning data  
- List of professional development activities |
| C. Assuring Reliable, Valid Observation Results | 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 | |
| D. Assuring High-Quality Student Growth Objectives (SGOs) | 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 | - 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 | |
| | 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 | - Sample of SGOs |

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.