State Principal Evaluation Leadership Instrument

Domain 1: Building Knowledge and Collaboration

<table>
<thead>
<tr>
<th>Component</th>
<th>Highly Effective and Outcomes</th>
<th>Effective and Outcomes</th>
<th>Partially Effective and Outcomes</th>
<th>Ineffective and Outcomes</th>
<th>Examples of Evidence</th>
</tr>
</thead>
</table>
| 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 | - ScIP meeting agendas  
- Written communication to teachers  
- Survey results  
- Aggregate evaluation data  
- Teacher team meeting agendas, logs, and other documents |
| 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 | - ScIP meeting agendas  
- Written communication to teachers  
- Survey results  
- Aggregate evaluation data  
- Teacher team meeting agendas, logs, and other documents |
| | 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 | - ScIP meeting agendas  
- Written communication to teachers  
- Survey results  
- Aggregate evaluation data  
- Teacher team meeting agendas, logs, and other documents |

(Continued on next page)

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
<th>Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A. Fulfiling Requirements of the Evaluation System</td>
<td>Meets all district and state evaluation deadlines and ensures that other administrators who report to the principal also do</td>
<td>Meets all district and state evaluation deadlines</td>
<td>Meets a majority of district and state evaluation deadlines</td>
<td>Fails to meet multiple district and state evaluation deadlines</td>
<td>- Schedule of observations - Schedule of walkthroughs - Observation reports</td>
</tr>
<tr>
<td>2B. Providing Feedback and Planning for Growth</td>
<td>Guarantees observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric</td>
<td>Guarantees observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric</td>
<td>Guarantees some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric</td>
<td>Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric</td>
<td>- Observation reports - Annual performance report - Evaluation data - Student learning data - List of professional development activities</td>
</tr>
<tr>
<td>2C. Assuring Reliable, Valid Observation Results</td>
<td>Assures that professional development planning in the school is driven by comprehensive analyses of both evaluation and student learning data</td>
<td>Assures that professional development planning in the school takes into account both evaluation and student learning data</td>
<td>Assures that professional development planning in the school takes into account a limited amount of evaluation and student learning data</td>
<td>Fails to assure that professional development planning in the school takes into account both evaluation and student learning data</td>
<td>- Training agendas and rosters - Schedule of observations and co-observations</td>
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<tr>
<td>2D. Assuring High-Quality Student Growth Objectives (SGOs)</td>
<td>Regularly coordinates and/or conducts “walkthroughs” of all classrooms in building</td>
<td>Regularly coordinates and/or conducts “walkthroughs” of classrooms of struggling teachers</td>
<td>Rarely coordinates and/or conducts “walkthroughs” of classrooms</td>
<td>Fails to coordinate or conduct “walkthroughs” of classrooms</td>
<td>- Sample of SGOs</td>
</tr>
</tbody>
</table>

### Examples of Evidence
- Schedule of observations
- Schedule of walkthroughs
- Observation reports
- Annual performance report
- Evaluation data
- Student learning data
- List of professional development activities
- Training agendas and rosters
- Schedule of observations and co-observations
- Sample of SGOs