

# TEPES Teacher Summative Performance Report

Grade/Subject:

Contract Status:

**Documentation Reviewed:**

- Teacher Documentation Log                       Student Growth Objective Forms  
 Observation Form                                       Other (specify, if any)

Other:

## Performance Standard 1: Professional Knowledge

**Summary - TEPES Performance Standard 1: Professional Knowledge**  
▲  
NONE

**Artifacts - TEPES Performance Standard 1: Professional Knowledge**  
▲

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	↓

**TEPES Performance Standard 1: Professional Knowledge**  
▲

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Professional Knowledge</b>	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<a href="#">Enter Notes</a> <b>Rubric Score: 0/0</b>				

**Professional Knowledge - Comments:**

## Performance Standard 2: Instructional Planning

**Summary - TEPES Performance Standard 2: Instructional Planning**  
▲  
NONE

**Artifacts - TEPES Performance Standard 2: Instructional Planning**  
▲

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	↓

**TEPES Performance Standard 2: Instructional Planning**  
▲

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Instructional Planning</b>	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the New Jersey Core Curriculum Content Standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.
<a href="#">Enter Notes</a> <b>Rubric Score: 0/0</b>				

**Instructional Planning - Comments:**

## Performance Standard 3: Instructional Delivery

**Summary - TEPES Performance Standard 3: Instructional Delivery**  
▲  
NONE
EDUCATION EXHIBIT 1 - 5/19/15

**Artifacts - TEPES Performance Standard 3: Instructional Delivery**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**TEPES Performance Standard 3: Instructional Delivery**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Instructional Delivery</b>	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

[Enter Notes](#)

**Rubric Score: 0/0**

**Instructional Delivery - Comments:**

**Performance Standard 4: Assessment of/for Student Learning**

**Summary - TEPES Performance Standard 4: Assessment of and for Student Learning**

**NONE**

**Artifacts - TEPES Performance Standard 4: Assessment of and for Student Learning**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**TEPES Performance Standard 4: Assessment of and for Student Learning**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Assessment of and for Student Learning</b>	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

[Enter Notes](#)

**Rubric Score: 0/0**

**Assessment of/ for Student Learning - Comments:**

**Performance Standard 5: Learning Environment**

**Summary - TEPES Performance Standard 5: Learning Environment**

**NONE**

**Artifacts - TEPES Performance Standard 5: Learning Environment**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**TEPES Performance Standard 5: Learning Environment**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Learning Environment</b>	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

[Enter Notes](#)

**Rubric Score: 0/0**

**Learning Environment - Comments:**

**Performance Standard 6: Professionalism**

**Summary-TPES Performance Standard 6: Professionalism**

NONE

**Artifacts - TPES Performance Standard 6: Professionalism**

Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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**\*TPES Performance Standard 6: Professionalism**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Professionalism</b>	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

[Enter Notes](#)

**Rubric Score: 0/0**

**Professionalism - Comments:**

**Commendations:**

**Areas Noted for Improvement:**

**Teacher Improvement Goals:**



**Program Delivery Summary**

NONE

**Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**ES Standard 3: Program Delivery**

Criteria	Highly Effective	Effective	Partially	Ineffective
<b>Program Delivery</b>	The educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.	The educational specialist attempts to use professional knowledge to implement services, but efforts are inconsistent in addressing the needs of the targeted learning community.	The educational specialist rarely uses professional knowledge to implement services to meet the needs of the targeted learning community.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**Performance Standard 3: Program Delivery - Comments:**

**Assessment Summary**

NONE

**Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**ES Standard 4: Assessment**

Criteria	Highly Effective	Effective	Partially	Ineffective
<b>Assessment</b>	The educational specialist consistently demonstrates a high level of performance and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and community.	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.	The educational specialist attempts, but is inconsistent in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and community.	The educational specialist rarely uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**Performance Standard 4: Assessment - Comments:**

**Communication and Collaboration Summary**

NONE

**Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**ES Standard 5: Communication and Collaboration**

Criteria	Highly Effective	Effective	Partially	Ineffective
<b>Communication and Collaboration</b>	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student	The educational specialist attempts, but is inconsistent in communicating a EDUCATION EXHIBIT 2.5/19/15 collaborating with learners, families, staff, and the	The educational specialist rarely communicates and collaborates with learners, families, staff, and the community.

learners, families, staff, and the community.

learning and well-being.

community.

[Enter Notes](#)

Rubric Score: 0/0

**Performance Standard 5: Communication and Collaboration - Comments:**

**Professionalism Summary**

NONE

**Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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**ES Standard 6: Professionalism**

Criteria	Highly Effective	Effective	Partially	Ineffective
<b>Professionalism</b>	The educational specialist is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth	The educational specialist demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession	The educational specialist exhibits unethical behavior, rarely participates in professional growth opportunities or rarely applies learning from professional development in a way that contributes to the profession.

[Enter Notes](#)

Rubric Score: 0/0

**Performance Standard 6: Professionalism - Comments:**

**Learner/Program Progress Summary**

NONE

**Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
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**ES Standard 7: Learner/Program Progress**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Learner/Program Progress</b>	The work of the educational specialist results in a high level of learner progress with all populations and/or program progress.	The work of the educational specialist results in acceptable and measurable learner or program progress based on established standards, district goals, and/or school goals.	The instructional efforts of the educational specialist result in inconsistent learner/program progress; more progress is needed to meet established standards.	The work of the educational specialist rarely results in acceptable learner progress and/or program progress.

[Enter Notes](#)

Rubric Score: 0/0

**Performance Standard 7: Learner/Program Progress - Comments:**

**Evaluation Summary:**

EDUCATION EXHIBIT 2 - 5/19/15

Recommended for continued employment.

Recommended for placement on a Performance Improvement

Recommended for dismissal/non-renewal. (The educational specialist has failed to make progress on a Performance Improvement Plan, or the educational specialist consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Plan. (One or more standards are ineffective or two or more standards are partially effective.)

**Commendations:**

**Areas Noted for Improvement:**

**Educational Specialist Improvement Goals:**

**Overall Evaluation Summary Criteria**

- Highly Effective
- Effective

- Partially Effective
- Ineffective

**Evaluator:**

**Date:**

# NJ Principal Summative Performance Report

## Performance Standard 1: Instructional Leadership (8%)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 1: Instructional Leadership (8%)</b>	<p><i>In addition to meeting the requirements for Effective...</i></p> <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><i>Effective is the expected level of performance.</i></p> <p>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</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>

[Enter Notes](#)

**Rubric Score: 0/0**

## Performance Standard 2: School Climate (8%)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 2: School Climate (8%)</b>	<p><i>In addition to meeting the requirements for Effective...</i></p> <p>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.</p>	<p><i>Effective is the expected level of performance.</i></p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p>	<p>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.</p>	<p>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.</p>

[Enter Notes](#)

**Rubric Score: 0/0**

## Performance Standard 3: Human Resources Management (10%)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 3: Human Resources Management (10%)</b>	<p><i>In addition to meeting the requirements for Effective...</i></p> <p>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).</p>	<p><i>Effective is the expected level of performance.</i></p> <p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p>	<p>The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.</p>	<p>The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.</p>

[Enter Notes](#)

**Rubric Score: 0/0**

## Performance Standard 4: Organizational Management (8%)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 4: Organizational Management (8%)</b>	<p><i>In addition to meeting the requirements for Effective...</i></p> <p>The principal is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>	<p><i>Effective is the expected level of performance.</i></p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</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>

[Enter Notes](#)

**Rubric Score: 0/0**

## Performance Standard 5: Communication and Community Relations (8%)

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 5: Communication and Community Relations (8%)</b>	<p><i>In addition to meeting the requirements for Effective...</i></p> <p>The principal proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.</p>	<p><i>Effective is the expected level of performance.</i></p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	<p>The principal inconsistently communicates or infrequently collaborates on issues of importance to stakeholders.</p>	<p>The principal demonstrates inadequate or detrimental communication or collaboration with stakeholders.</p>

[Enter Notes](#)

**Rubric Score: 0/0**

**Performance Standard 6: Professionalism (8%)**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Performance Standard 6: Professionalism (8%)</b>	<i>In addition to meeting the requirements for Effective...</i>  The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	<i>Effective is the expected level of performance.</i>  The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

This represents the *Student Performance* component. Scores for this component are calculated directly on the Summative Score Report.

**Overall Evaluation Summary:**

<b>NJ Principal Student Growth</b>				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>ES/MS: SGP in E/LA or HS: Change in Grade 11 HSPA</b>				
<a href="#">Enter Notes</a>				
<b>ES/MS: SGP in Math or HS: Change in Grade 12 HSPA</b>				
<a href="#">Enter Notes</a>				
<b>SMART goal in untested content areas</b>				
<a href="#">Enter Notes</a>				
<b>School-specific content goal</b>				
<a href="#">Enter Notes</a>				
<b>School-specific performance goal</b>				
<a href="#">Enter Notes</a>				
<b>Add row</b>				
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**Evaluation Summary**

- Recommended for continued employment.
- Recommended for Dismissal/Non-renewal. (The school administrator has failed to make progress on a Performance Improvement Plan, or the school administrator consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)
- Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, two or more standards are Needs Improvement, or three or more standards are Developing.)

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

**Overall Evaluation Summary Rating**

- Highly Effective
- Partially Effective
- Effective
- Ineffective

# DLEPES Summative Performance Report

## District Leader Practice Component

### Performance Standard 1: Mission, Vision, and Goals (10.83%)

Summary - Performance Standard 1 Mission, Vision, and Goals

NONE

Artifacts - Performance Standard 1 Mission, Vision, and Goals

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

Performance Standard 1 Mission, Vision, and Goals

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 1: Mission, Vision, and Goals</b>	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.	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.	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.	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.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

### Performance Standard 2: Planning and Assessment (10.83%)

Summary - Performance Standard 2 Planning and Assessment

NONE

Artifacts - Performance Standard 2 Planning and Assessment

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

Performance Standard 2 Planning and Assessment

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 2: Planning and Assessment</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 consistent 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.
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

### Performance Standard 3: Instructional/Operational Leadership (10.83%)

Summary - Performance Standard 3 Instructional-Operational Leadership

NONE

Artifacts - Performance Standard 3 Instructional-Operational Leadership

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

Performance Standard 3 Instructional-Operational Leadership

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 3: Instructional/Operational Leadership</b>	The district leader actively and consistently employs innovative and effective leadership strategies that empower staff and result in practices resulting in excellence.	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.	The district leader inconsistently advocates and sustains a culture and program conducive to learning and professional development of staff..	The district leader does not advocates and sustains a culture and programs conducive to learning and professional development of staff
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**Performance Standard 4: Organizational Management(10.83%)**

**Summary - Performance Standard 4 Organizational Management**

NONE

**Artifacts - Performance Standard 4 Organizational Management**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**Performance Standard 4 Organizational Management**

Criteria	<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>
<b>Performance Standard 4: Organizational Management</b>	The district leader is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	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.	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.

[Enter Notes](#)

Rubric Score: 0/0

**Performance Standard 5: Communication and Community Relations (10.83%)**

**Summary - Performance Standard 5 Communication and Community Relations**

NONE

**Artifacts - Performance Standard 5 Communication and Community Relations**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**Performance Standard 5 Communication and Community Relations**

Criteria	<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>
<b>Performance Standard 5: Communication and Community Relations</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 supports,, manages and oversees the department's organization, operation, and use of resources for a safe, efficient and effective learning environment.	The district leader demonstrates inadequate or detrimental communication or collaboration with stakeholders.

[Enter Notes](#)

Rubric Score: 0/0

**Performance Standard 6: Professionalism (10.83%)**

**Summary - Performance Standard 6 Professionalism**

NONE

**Artifacts - Performance Standard 6 Professionalism**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**Performance Standard 6 Professionalism**

Criteria	<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>
<b>Performance Standard 6: Professionalism</b>	The district leader demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The district leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The district leader is inconsistent in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The district leader shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.

[Enter Notes](#)

Rubric Score: 0/0

**District Leader Student Progress Component**

**Performance Standard 7: Evidence of Progress (15%)**

**Summary - Performance Standard 7 Evidence of Progress**

NONE

EDUCATION EXHIBIT 4 -5/19/15

**Artifacts - Performance Standard 7 Evidence of Progress**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
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**Performance Standard 7 Evidence of Progress**

Criteria	Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 7: Evidence of Progress</b>	In addition to meeting the standard, the district leader's leadership results in a high level of student academic progress with all populations of learners.	The district leader's leadership results in acceptable, measurable, student academic progress based on established standards.	The district leader's leadership results in student academic progress that inconsistently meets the established standard.	The district leader's leadership consistently results in inadequate student academic progress.
<a href="#">Enter Notes</a> <b>Rubric Score: 0/0</b>				

*Because specific calculations for the Growth Measures component have not yet been determined by the New Jersey Department of Education, the Standard 7 performance appraisal rubric is provided above; however, should a district determine it is more appropriate to directly account for specific growth measures (i.e. mSGP and/or average SGO), they may elect to simply use the chart below.*

**Evaluation Summary**

- Recommended for continued employment.
- Recommended for placement on a Corrective Action Plan. (One or more standards are ineffective or two or more standards are partially effective; or the overall rating is ineffective or partially effective.)
- Recommended for Dismissal/Non-renewal. (The district leader has failed to make progress on a Corrective Action Plan, or the district leader consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

**Commendations:**

**Areas Noted for Improvement:**

**Improvement Goals:**

**Rubric Score Report**

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed
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**Cumulative Summative Rating:**

**Overall Evaluation Summary Rating:**

- Highly Effective 3.50-4.00 points
- Effective 2.65-3.49 points
- Partially Effective 1.85-2.64 points
- Ineffective 1.00-1.84 points

**MEMBERSHIP RESOLUTION  
NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION**

The Board of education of School District No. 27-4330 County of MORRIS  
State of New Jersey, as provided for in Chapter 172 Laws 1979 (N.J.S.A. 18A:11-3, et seq.)

herewith enrolls RANDOLPH High School  
as a member of the New Jersey State Interscholastic Athletic Association to participate in the approved interschool athletic program sponsored by the NJSIAA.

This resolution to continue to effect until or unless rescinded by the Board of Education and shall be included among those policies adopted annually by the Board. Pursuant to N.J.S.A. 18A:11-3 in adopting this resolution, the Board of Education adopts as its own policy and agrees to be governed by the Constitution Bylaws and Rules and Regulations of the NJSIAA.

A photocopy of the minutes signifying the adoption of this membership resolution is attached.

**Administrative Responsibility**—The Association must rely upon the voluntary compliance by its member schools in enforcing the eligibility standards set forth in Bylaws, Article V. Toward that end, the Principal in each member school has the affirmative obligation to report to the NJSIAA any violations of these standards. The fact that a school has disclosed that there has been an eligibility violation will not relieve the affected school of sanctions that may be imposed against it, pursuant to Article X of the Bylaws, including the forfeiture of games or events. However, the failure to disclose an eligibility violation may be grounds for imposing additional sanctions upon the offending school.

**In addition, a school must maintain a status of "Member in Good Standing" as outlined in the Principal's Affidavit to remain eligible for NJSIAA activities and tournaments.**

\_\_\_\_\_  
*Date of Board Approval*

\_\_\_\_\_  
*Signature /Secretary of Board of Education*

Rev. 5/1/14