

## MLP School Administrator Evaluation Rubrics

### LEPES Performance Standard 1: Instructional Leadership

Criteria	Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 1: Instructional Leadership</b>	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.	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.	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.	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.

### LEPES Performance Standard 2: School Climate

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

### LEPES Performance Standard 3: Human Resources Management

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

### LEPES Performance Standard 4: Organizational Management

Criteria	Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 4: Organizational Management</b>	The principal is exemplary at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.

### LEPES Performance Standard 5: Communication and Community Relations

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

**LEPES Performance Standard 6: Professionalism**

Criteria	Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
<b>Performance Standard 6: Professionalism</b>	The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s).	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.

**LEPES: School-wide Student Growth Percentile (ONLY SCORE IF APPLICABLE)**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>School-wide Student Growth Percentile from NJDOE (if applicable - 0%, 20% or 30%)</b>				
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**LEPES: AP/VP: Average Student Growth Objective for all Teachers**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Average Student Growth Objective for all Teachers (10%)</b>				
<a href="#">Enter Notes</a>				
<b>Rubric Score: 0/0</b>				

**LEPES: Administrator Goals**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>Administrator Goal(s) (10%, 20% or 40%)</b>				

**NJDOE Evaluation Leadership: Principal Component**

*Each of the 14 rows of the rubric are scored, and then an average taken on the Composite Score form to comprise 20% of the overall rating.*

**NJ Evaluation Leadership: Principal: 1A. Preparing Teachers for Success**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>1A. Preparing Teachers for Success</b>	Actively solicits teacher input and involvement in providing ongoing opportunities to increase teachers' knowledge of evaluation instrument and shared understanding of effective teaching	Provides ongoing 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

**NJ Evaluation Leadership: Principal: 1B. Building Collaboration**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>1B. Building Collaboration</b>	Provides effective, collaborative leadership to School Improvement Panel (SciP), ensuring the group exceeds required responsibilities	Ensures SciP fulfills required responsibilities	Holds SciP accountable inconsistently for fulfilling required responsibilities	Fails to ensure SciP fulfills required responsibilities
	<a href="#">Enter Notes</a>			
	Enables shared learning from aggregate evaluation data	Shares aggregate evaluation data with SciP	Inconsistently shares aggregate evaluation data with SciP	Fails to share aggregate evaluation data with SciP
	<a href="#">Enter Notes</a>			
	Leads evaluation process with transparent, regular communication	Provides regular communication on evaluation issues	Provides limited communication about evaluation issues	Fails to communicate about evaluation issues
	<a href="#">Enter Notes</a>			

**NJ Evaluation Leadership: Principal: 2A. Fulfilling Requirements of the Evaluation System**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>2A. Fulfilling Requirements of the Evaluation System</b>	Always completes observations with fidelity to district and state requirements	Always completes observations with fidelity to district and state requirements	Usually completes observations with fidelity to district and state requirements	Fails to complete observations with fidelity to district and state requirements
	<a href="#">Enter Notes</a>			
	Meets all evaluation deadlines and ensures that other administrators who report to the principal also do	Meets all evaluation deadlines	Meets majority of evaluation deadlines	Fails to meet multiple evaluation deadlines
	<a href="#">Enter Notes</a>			
	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
	<a href="#">Enter Notes</a>			

**NJ Evaluation Leadership: Principal: 2B. Providing Feedback and Planning for Growth**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>2B. Providing Feedback and Planning for Growth</b>	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	Allows 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
	<a href="#">Enter Notes</a>			
	Analyzes trends in evaluation and student learning data to guide targeted professional development	Identifies trends in evaluation and student learning data to guide targeted professional development	Inadequately identifies trends in evaluation and student learning data to guide targeted professional development	Fails to use trends in evaluation and student learning data to guide targeted professional development
	<a href="#">Enter Notes</a>			

**NJ Evaluation Leadership: Principal: 2C. Assuring Reliable, Valid Observation Results**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>2C. Assuring Reliable, Valid Observation Results</b>	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
	<a href="#">Enter Notes</a>			
	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
	<a href="#">Enter Notes</a>			

**NJ Evaluation Leadership: Principal: 2D. Assuring High-Quality Student Growth Objectives (SGOs)**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
<b>2D. Assuring High-Quality Student Growth Objectives (SGOs)</b>	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
<u>Enter Notes</u>				
	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