

New Jersey Principal Evaluation for Professional Learning Observation Instrument

Structure and Use of Observation Instrument

Structure

1. The New Jersey Principal Evaluation for Professional Learning (NJPEPL) Observation Instrument has been designed to be used in conjunction with the [New Jersey Evaluation for Professional Learning Process](#). Using this integrated approach will increase the effectiveness and value of the evaluation process.
2. Each domain in the observation instrument is tightly aligned to the Professional Standards for Educational Leaders (PSEL).¹ However, please note the following:
 - i. Domain 3 of the instrument (Professional Capacity of School Personnel) condenses two standards into one; PSEL 6 (Professional Capacity of School Personnel) and PSEL 7 (Professional Community for Teachers and Staff);
 - ii. Evidence for PSEL 10 (School Improvement) is collected through the development and implementation of a principal's AchieveNJ-required Administrator Goals; and
 - iii. Ethics and Professional Responsibility described by PSEL 2 are foundational job expectations for a school leader but are better addressed outside of the typical evaluation process. Therefore, they are not included in this instrument.

Evidence Collection

3. Gather evidence for a supervisor's effectiveness in each of the seven domains throughout preestablished windows of time (e.g. 2-3 months each).
4. Collect a diverse sample of evidence of the principal's actions and the impact of these actions. This broad sample may include, but is not limited to, site visits, collaborative conversations, submitted and solicited artifacts, data, and stakeholder feedback.
5. If agreed to during the annual planning conference, focus evidence collection on those domains that are most aligned to Administrator Goals and priority areas for the principal's professional learning.
6. Use the "critical attributes" section associated with each domain as a non-exhaustive guide to "look-fors" but avoid using this as a checklist for compliance.

Individual Observation Score

7. Use the diverse sample of evidence collected during the 2-3 month observation window to generate a 1-4 score for each domain (scores with decimals, e.g. 3.5, are encouraged, if appropriate). It is likely that some evidence can be used for several domains.
8. To generate an observation score for supervisors, average domain scores using the following rules: domains 1-3 represent instructional leadership and are collectively weighted at 60% of the observation score. Domains 4-7 represent organizational leadership and comprise the other 40% of the observation score.
9. If, based on conversations during the annual planning conference, certain domains have been prioritized for the evaluation cycle, make appropriate adjustments to the weighting formula such that a 60/40, instructional leadership/organizational leadership is maintained as much as possible.
10. Discuss the observation score and associated evidence with the principal during each post-observation conference, provide feedback and discuss next steps in the evaluation cycle.

Final Observation Score

11. Produce a final observation score for the year using either of the following methods:

¹ Professional Standards for Educational Leaders http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

- i. Average the individual observation scores, or
- ii. Review the portfolio of evidence collected throughout the entire year. Evaluate the evidence using the instrument language for each domain and use the prescribed domain weights to determine a final score.

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Domain 1. Mission, Vision, and Core Values

Effective supervisors develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

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| 4- The supervisor consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success. Shared ownership by department staff and students leads to significant improvements in or sustained excellence of the educational environment. | 3- The supervisor plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student's success resulting in a positive impact on the educational environment. | 2- The supervisor is inconsistent in planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment. | 1- The supervisor's actions or attitude regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment. |
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Critical Attributes

- Collaborate to develop an educational mission for the school to promote the academic success and well-being of each student.
- Using relevant data, develop and promote a vision for the school on the successful learning and development of each child.
- Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Domain 2. Curriculum, Instruction, and Assessment

Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

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| 4- The supervisor consistently plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student. Shared ownership by department staff leads to significant improvements in or sustained high levels of student success. | 3- The supervisor plans, implements and supports actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student resulting in a positive impact on student success. | 2- The supervisor is inconsistent in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success. | 1- The supervisor's actions or attitudes regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success. |
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Critical Attributes

- Implement coherent systems of curriculum, instruction, and assessment that embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid, developmentally appropriate assessments and use the assessment data to monitor student progress and improve instruction

Domain 3. Professional Capacity of School Personnel

Effective supervisors develop the professional capacity and practice of department personnel to promote each student's academic success and well-being.

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| 4- The supervisor consistently plans, implements and supports actions to develop the professional capacity and practice of department personnel to promote each student's success. Shared ownership by department staff leads to significant improvements in or sustained high levels of staff performance. | 3- The supervisor plans, implements and supports actions that develop the professional capacity and practice of department personnel to promote the success of each student resulting in a positive impact on staff performance. | 2- The supervisor is inconsistent in planning, implementing and supporting actions that develop the professional capacity and practice of department personnel or these actions have limited or no positive impact on staff performance. | 1- The supervisor's actions or attitudes regarding the development of the professional capacity and practice of department personnel have a negative impact on staff performance. |
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Critical Attributes

- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills and practice.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Develop workplace conditions for teachers and other professional staff that promote effective professional collaboration, development, practice, and student learning.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance

Domain 4. Equity and Cultural Responsiveness

Effective supervisors strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

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| 4- The supervisor consistently plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student. Shared ownership by department staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment. | 3- The supervisor plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness. | 2- The supervisor is inconsistent in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness. | 1- The supervisor's actions or attitudes regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness. |
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Critical Attributes

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

Domain 5. Community of Care and Support for Students

Effective supervisors cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

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| <p>4- The supervisor consistently plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student.</p> <p>Shared ownership by department staff and students leads to significant improvements in or sustained excellence in the care and support of the school community.</p> | <p>3- The supervisor plans, implements and supports actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the school community.</p> | <p>2- The supervisor is inconsistent in planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student or these actions have limited or no positive impact on the care and support of the school community.</p> | <p>1- The supervisor's actions or attitudes regarding the cultivation of a community of care and support for students have a negative impact on the school community.</p> |
| <p>Critical Attributes</p> <ul style="list-style-type: none"> • Build and maintain a safe, caring, and healthy school environment. • Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. • Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. • Cultivate and reinforce student engagement in school and positive student conduct. • Infuse the school's learning environment with the cultures and languages of the school's community. | | | |

Domain 6. Meaningful Engagement of Families and Community

Effective supervisors engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote students' academic success and well-being.

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| 4- The supervisor consistently plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote students' success. Shared ownership by department staff and students leads to significant improvements or sustained excellence in community engagement. | 3- The supervisor plans, implements and supports actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote students' success resulting in a positive effect on community engagement. | 2- The supervisor is inconsistent in planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways or these actions have limited or no positive impact on community engagement. | 1- The supervisor's actions or attitudes regarding engagement of families and community have a negative impact on community engagement. |
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Critical Attributes

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.

Domain 7. Operations and Management.

Effective supervisors manage school operations and resources to promote each student's academic success and well-being.

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| 4- The supervisor consistently manages department operations and resources to promote each student's success. Shared ownership by department staff and students leads to a school that runs smoothly and efficiently. | 3- The supervisor manages department operations and resources to promote each student's success resulting in a positive impact on how the school is run. | 2- The supervisor is inconsistent in managing department operations and resources or these actions have limited or no positive impact on how the school is run. | 1- The supervisor's management of department operations and resources negatively impacts how the school is run. |
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Critical Attributes

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers' and other staff members' work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.