

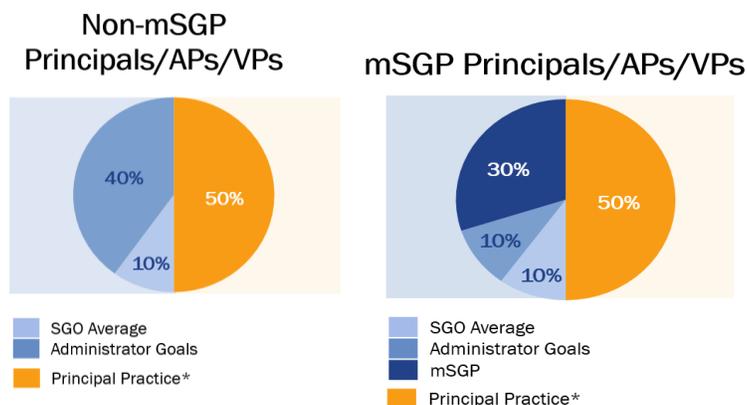
## Assistant Principal/Vice Principal Evaluation and Support

### Multiple Measures of Student Achievement and Assistant and Vice Principal Practice

AchieveNJ relies on multiple measures of performance to evaluate Assistant Principals (APs) and Vice Principals (VPs). These measures include components of both student achievement and AP/VP practice. All APs and VPs are rated on the multiple measures of effectiveness displayed in the chart below (weights in each chart vary according to the SGP status of a school):

#### Student Achievement

- Student Growth Objective (SGO) Average:** Part of an AP/VP's summative rating is based on an average teacher SGO score. SGOs are measurable academic goals that teachers set for their students in collaboration with principals/supervisors. Each district locally determines which teachers' SGOs are linked to an AP/VP. For example, if a VP is involved in collaborating with specific grade levels or departments on SGOs, those SGOs will comprise this component of the summative rating.
- Administrator Goals:** The portion of an AP/VP's summative rating based on Administrator Goals varies depending on whether the administrator works in a school with SGP grades and subjects. The AP/VP can have the same goals as the principal or create his/her own in consultation with the superintendent or the superintendent's designee.
- Median Student Growth Percentile (mSGP):** mSGPs are state-calculated scores that measure median student growth on the state standardized assessments. For APs/VPs in schools with SGP grades, this measure accounts for a portion of the summative rating.



#### Assistant and Vice Principal Practice

- Assistant and Vice-Principal Practice:** The largest single component of an AP/VP's overall evaluation is based on observations of his/her practice by the superintendent, principal, supervisor, or designee. These might involve a school walkthrough or an observation at a staff meeting, student conference, or other significant school event. Districts may adapt the locally-adopted principal practice instrument to fit the responsibilities of the AP/VP.
  - Non-tenured AP/VPs** are required to have at least three observations a year.
  - Tenured AP/VPs** are required to have at least two observations per year.
  - Corrective Action Plans:** AP/VPs who receive an Ineffective or Partially Effective rating are placed on a Corrective Action Plan and must have one additional observation per year.
- Evaluation Leadership:** An optional component\* of an AP's/VP's practice rating may be determined using the state [AP/VP Evaluation Leadership Instrument](#). This instrument measures how well the AP/VP implements his or her evaluation responsibilities and includes the following components:

\* Evaluation Leadership has been a required component for the first three years of AchieveNJ. Since beginning of 2016-17, this component is now optional.

## Assistant and Vice Principal Evaluation Leadership Practice Instrument

**Component A:** Fulfilling Requirements of the Evaluation System

**Component B:** Providing Feedback and Planning for Growth

**Component C:** Assuring Reliable, Valid Observation Results

**Component D:** Assuring High-Quality Student Growth Objectives (SGOs)

## Summative Rating

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The AP/VP's overall evaluation score combines the multiple measures of student achievement and educator practice. All New Jersey APs and VPs earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. To maintain tenure, all AP/VPs (regardless of hire date) must maintain ratings of Effective or Highly Effective. For more information, please view the [Evaluation Scoring web page](#).

## Professional Development and Support

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Multiple structures within AchieveNJ support the development of effective school leaders.

- **Improved Evaluation Linked to Professional Development:** The most significant impact on professional development results directly from the evaluation system. An increased number of conferences (goal-setting, pre-/post-observation) provide school leaders with an increased number of opportunities to engage in high-quality professional conversations. Additionally, student achievement scores based on student growth provide a more accurate idea of leaders' impact. Ultimately, all information and data gathered at both the educator and student levels helps leaders tailor professional development to improve their own practice and better meet their staff's needs.
- **Corrective Action Plan (CAP):** APs/VPs rated Ineffective or Partially Effective on their evaluation receive additional support through the CAP, which includes timelines for targeted professional remediation and clearly delineate responsibilities of the AP/VP and the district in implementation.

## For More Information

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APs and VPs play a major role in shaping their evaluations — and those of all of their teachers — by serving as instructional leaders and maintaining a culture of learning and collaboration. Decisions on the weighting and composition of components in school leader evaluations will be revisited annually. Please view the [AchieveNJ for Principals/APs/VPs Web Page](#) for more information.

To learn more and share your feedback, please:

- Contact your district administration and District Evaluation Advisory Committee.
- Visit the AchieveNJ website at [www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ).
- E-mail [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us) or call 609-777-3788.