

DOCUMENT A

District Enrollment: 1/31/2019

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Total Student Count
Avon	38	1	0		39
Belmar	106	11	7	1	125
Brielle	220	7	3	2	232
Lake Como	54	6	0	1	61
Manasquan	286	8	6		300
Sea Girt	24	1	1		26
Spring Lake	40	1	0		41
Spr Lk Hts	123	2	2	1	128
Parent Paid	12	1			13
Employee Child	2				2
Paid By Another Agency	1				1
Tuition Free	2				2
Totals	908	38	19	5	970
				TOTAL MHS	970
				TOTAL MES	547
				TOTAL ENROLLMENT	1,517

**MANASQUAN SCHOOL DISTRICT ATTENDANCE COMPARISON REPORT
2018-2019 school year**

HIGH SCHOOL	<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>
Jan-18	93.71	919.89	861.66
Jan-19	93.38	885.63	948.03
ELEMENTARY SCHOOL			
Jan-18	93.948	587.00	552
Jan-19	96.724	546.35	519.85

**MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2018-2019 School Year**

HIGH SCHOOL

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
January 7th	1:10 p.m.	5 minutes		Fire Drill
January 7th	1:07 p.m.	5 minutes		Fire Drill-Alt. School
January 12th	9:45 a.m.	5 minutes		Shelter in Place
January 24th	10:45 a.m.	5 minutes		Shelter in Place-Alt. School
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILL</u>
January 7th	8:50 a.m.	10 minutes		Lockdown Drill
January 17th	11:00 a.m.	5 minutes		Shelter in Place

Manasquan High School

2018 Suspensions by Month

OUT OF SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
DISREPECTFUL TO STUDENT	2				1						3
DISREPECTFUL TO STAFF	1	2									3
DEFIANCE	1										1
FIGHTING	2		1								3
PUSHING / SHOING	1										1
THROWING OF OBJECTS	1										1
UNDER THE INFLUENCE	0										0
UNLISTED OFFENSE	1										1
VERBAL ABUSE / PROFANITY		2			1						3
MARIJUANA		1		1							2
WEAPON			1								1
Totals	9	5	2	1	2	0	0	0	0	0	19
IN SCHOOL SUSPENSIONS:											
VERBAL ABUSE / PROFANITY		2									2
SATURDAY DETENTION NO SHOW		1		3							4
SMOKING / POSSESSION		1		1							2
ACC. OF DEMERITS			1								1
LATE TO SCHOOL, EXCESSIVE				1							1
HIB CONFIRMED					1						1
Totals	0	4	1	5	1	0	0	0	0	0	11
TOTAL STUDENTS SUSPENDED	9	9	3	6	3	0	0	0	0	0	30
TOTAL SATURDAY DETENTIONS	3	4	2	2	10						
STUDENTS SUSPENDED 1 TIME	17	TOTAL NUMBER OF SUSPENSIONS TO DATE30									
STUDENTS SUSPENDED 2 TIMES	2										
STUDENTS SUSPENDED 3 TIMES	3										
STUDENTS SUSPENDED 4 TIMES		TOTAL NUMBER OF INDIVIDUAL STUDENTS SUSPENDED TO DATE21									
STUDENTS SUSPENDED 5 TIMES											
STUDENTS SUSPENDED 6 TIMES											
STUDENTS SUSPENDED 7 TIMES											
STUDENTS SUSPENDED 8 TIMES											
STUDENTS SUSPENDED 9 TIMES											

Manasquan High School

2018 Suspensions by District

OUT OF SCHOOL SUSPENSIONS:	SQUAN	AVON	BELMAR	L. COMO	SLH	SL	SEA GIRT	BRIELLE	TOTALS
DISREPECTFUL TO STUDENT						2		1	3
DISREPECTFUL TO STAFF				2	1				3
DEFIANCE				1					1
FIGHTING				2	1				3
PUSHING / SHOVING					1				1
THROWING OF OBJECTS	1								1
UNDER THE INFLUENCE									0
UNLISTED OFFENSE	1								1
VERBAL ABUSE / PROFANITY				1	1	1			3
MARIJUANA				1				1	2
WEAPON			1						1
Totals	2	0	1	7	4	3	0	2	
IN SCHOOL SUSPENSIONS:									0
VERBAL ABUSE / PROFANITY			1	1					2
SATURDAY DETENTION NO SHOW	2		1					1	4
SMOKING / POSSESSION	1				1				2
ACC. OF DEMERITS	1								1
LATE TO SCHOOL, EXCESSIVE								1	1
HIB CONFIRMED			1						1
Totals	4	0	3	1	1	0	0	2	
TOTAL STUDENTS SUSPENDED	6	0	4	8	5	3	0	4	30
TOTAL SATURDAY DETENTIONS	8		1	4				8	

Manasquan High School

2018 Suspensions by Grade

OUT OF SCHOOL SUSPENSIONS:	9	10	11	12	TOTALS
DISREPECTFUL TO STUDENT	3				3
DISREPECTFUL TO STAFF	1	2			3
DEFIANCE				1	1
FIGHTING	2	1			3
PUSHING / SHOVING	1				1
THROWING OF OBJECTS		1			1
UNDER THE INFLUENCE	1				1
UNLISTED OFFENSE	1	1			2
VERBAL ABUSE / PROFANITY	1				1
MARIJUANA			1	1	2
WEAPON				1	1
Totals	7	5	1	3	16
IN SCHOOL SUSPENSIONS:					0
VERBAL ABUSE / PROFANITY	1	1			2
SATURDAY DETENTION NO SHOW		2		2	4
SMOKING / POSSESSION			2		2
ACC. OF DEMERITS		1			1
LATE TO SCHOOL, EXCESSIVE				1	1
HIB CONFIRMED			1		1
Totals	1	4	2	3	10
TOTAL STUDENTS SUSPENDED	8	9	3	6	26
TOTAL SATURDAY DETENTIONS	2	10	1	9	22

Manasquan High School

2018 Tardy Report

	Sept.	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Number of Students Tardy 1 time	157	223	185	206	201					
Number of Students Tardy 2 times	55	84	88	83	95					
Number of Students Tardy 3 times	19	44	32	44	55					
Number of Students Tardy 4 times	5	24	27	18	40					
Number of Students Tardy 5 times	3	23	17	11	19					
Number of Students Tardy 6 times	2	14	8	9	16					
Number of Students Tardy 7 times	4	10	6	3	8					
Number of Students Tardy 8 times	0	5	3	6	3					
Number of Students Tardy 9 times	0	3	2	0	4					
Number of Students Tardy 10 times	0	3	1	2	3					
Number of Students Tardy 11 times	0	1	0	1	0					
Number of Students Tardy 12 times	0	0	0	0	1					
Number of Students Tardy 13 times	0	0	0	1	0					
Number of Students Tardy 14 times	0	0	0	0	0					
Number of Students Tardy 15 times	0	1	0	0	2					
Number of Students Tardy 16 times					1					
Number of Students Tardy 17 times					0					
Number of Students Tardy 18 times					1					
Totals	245	435	369	384	449	0	0	0	0	0

ELEMENTARY SCHOOL SUSPENSIONS BY GRADE

GRADE	1	2	3	4	5	6	7	8
Tardy								
Profanity								
Detention/Cut Class								
Leaving School Grounds								
Smoking								
Willful Disobedience								
Truant								
Forged Note								
Fighting								
Conduct of Such Character								
Destruction of School and Personal Property								
Threatening Staff Member								
Threatening Student						1		
Disturbance in Class								
Harrassment of Student								
Possession of Drug/Alcohol								
Insubordination								
Possession of Stolen Property								
Possession of a Weapon								
Simple Assault								
TOTAL	0	0	0	0	0	1	0	0

MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT

February 20, 2019

Case #	Date of Report	ID Victim	ID Accused	Determination	Discipline/remediation
MES					
	No Reports for the Month				
MHS					
#12	01/14/2019	9766717678	3678586865	Not HIB	Counseling with School Counselor
#13	01/14/2019	3678586865	9766717678		
#14	01/15/2019	4159325126	4224850455	Not HIB	Counseling with School Counselor
			8398403502		
			2239121104		
			7105155772		
			5573686404		
			8866942644		
			4745977015	Not HIB	Counseling with School Counselor
#15	01/29/2019	6354081810	Not Identifiable	Not HIB	Counseling with School Counselor
#16	01/29/2019	5949875477	7994782786	Confirmed HIB	Counseling with School Counselor
#17	01/29/2019	1278373961	7520662872	Not HIB	Counseling with School Counselor

All victims received counseling.

**AFFILIATION AGREEMENT BETWEEN MONMOUTH UNIVERSITY
ATHLETIC TRAINING EDUCATION
AND
MANASQUAN HIGH SCHOOL**

This Affiliation Agreement (the "Agreement") made as of the _____ day of _____, 2019, by and between Monmouth University located at 400 Cedar Avenue, West Long Branch, New Jersey 07764 (hereinafter "MU") and Manasquan High School located at 167 Broad St., Manasquan, NJ 08736 (hereinafter "Agency"):

WHEREAS, Monmouth University sponsors a AT program to train entry-level Athletic Trainers (ATs); and

WHEREAS, Agency provides services including, but not limited to, interventional, therapeutic care for acute episodic illnesses for inpatient and outpatients, preventative health screening, and education for MU students;

WHEREAS, it is the intention of MU and Agency to enter into a mutual agreement for furnishing MU AT students with the opportunity to fulfill their AT clinical experience at Agency's facility(ies).

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, the Agency and MU agree as follows:

1. TERM

This Agreement shall be for a period of three years and shall commence on _____ and continue until _____.

This Agreement shall be automatically renewed in one (1) year increments unless another arrangement is decided by the parties in a newly written agreement of both parties as the parties mutually determine.

Either party hereto may, at any time during the term of this Agreement, with or without cause, terminate this agreement upon one hundred eighty (180) days prior written notice to the other party. Upon consent by both parties, ATs who have begun their clinical experience prior to the notification of termination shall be permitted to complete their current clinical experience.

Agency may immediately remove a student from Agency, if Agency believes that the participation of a student is unsafe, disruptive, detrimental to Agency or patient care, or otherwise not in conformity with Agency's standards, policies, procedures, or health requirements. Said student will immediately be subject to remediation and retention policy measures/processes and evaluated for re-instatement or re-assignment to another clinical site, and/or other status.

2. EXHIBITS

Attached to this Agreement and made a part hereof is the following:

- Exhibit A: MU's Certificate of Insurance
- Exhibit B: Agency's Certificate of Insurance
- Exhibit C: Preceptors NJ Board of Medical Examiner's Athletic Training License
- Exhibit D: Preceptors Board of Certification, Inc. card
- Exhibit E: Preceptors current BLS for Healthcare Providers card
- Exhibit F: Agency's Athletic Training Clinic's current list documenting therapeutic equipment safety certification.
- Exhibit G: Agency's Posted Emergency Action Plans
- Exhibit H: Patient/client privacy protection acknowledgement (FERPA and HIPAA)
- Exhibit I: Agency's Communicable and infection disease transmission policy

3. MU'S RESPONSIBILITIES

MU agrees to the following:

- a. To assume full responsibility for the planning and the execution of the clinical experience for it's AT students including the administration, curriculum content, and supervisory responsibility.
- b. To provide a clinical assignment schedule of dates for MU's AT students for the clinical experience throughout the academic year.
- c. To ensure that students have met Agency and MU's health requirements provided that Agency send MU prior written notice of its health requirements.
- d. To provide medical documentation of any special physical needs of students and to allow for the provision of any special allergic needs of the students.
- e. To assure that a criminal background check has been conducted with respect to each student and each MU supervisor (if applicable) assigned to the Agency, and that the results of said criminal background check are satisfactory to Agency prior to each student's commencing his or her rotation at Agency.
- f. To require that each student will be required to be able to present their program compliance documentation (Clinical Assignment verification/background check/1st aid/CPR certification) while on Agency's premises.
- g. To ensure that students assigned for clinical experience will receive no compensation.
- h. To agree to the number of students assigned to Agency at any given time by mutual agreement.

- i. To agree that it will have the full responsibility, through its faculty, for the evaluation and grading of all AT students completed upon receipt of Agency's student evaluation.
- j. To agree that each student will be subject to a program of remediation and retention designed to address issues or conflict that may arise during clinical rotations.
- k. To agree to coordinate remediation and retention efforts amongst all involved parties.
- l. To provide notice to the Agency by July 1 of each year as to the number of students, if any, to be placed with the Agency during the upcoming academic year (approximately September to May).
- m. To assure at no time are students permitted to remove un-redacted client files, imaging studies, reports or copies of such material. The breach of this confidentiality in violation of HIPAA is subject to discipline by the MU AT Program including possible dismissal from the program.

4. AGENCY'S RESPONSIBILITIES

Agency agrees to the following:

- a. To provide MU a completed evaluation form (electronic or hard-copy) provided by MU upon completion of the clinical rotation.
- b. To provide the necessary supplies, facilities (including lockers when available), and supervision as may be required to ensure quality education for the students without impairing quality patient care. The Athletic Training Clinic must have equipment that is regularly inspected for safety, including electronic modalities that are annual certified by a licensed testing agency. Copies of this list evidencing aforesaid certification shall be attached to this Agreement as Exhibit E.
- c. To assure that students conform to the rules, regulations, and policies of Agency. These rules, regulations and policies will be available and reviewed with the AT students by the Agency staff. The handbook that includes a copy of all rules, regulations and policies will be given to each preceptor.
- d. To provide an orientation of its facilities, policies, and procedures for the MU AT students and supervisors, including Agency's detailed, venue-specific Emergency Actions Plans.
- e. To authorize use of institutional logo(s) and preceptor biographies in digital and print marketing for the Athletic Training Program.
- f. To coordinate efforts to enhance the students clinical educational experience along the guidelines set forth in the MU AT Handbook.

- g. To assure that students will not be subject to any racial, gender or other bias in their participation in the health care delivery to Agency's patients.
- h. To provide emergency care for students in case of illness or accident. However, Agency shall not be responsible for any further care. In no event shall Agency be responsible for a greater amount or degree of care or assistance that it would reasonably provide for its paid employees. MU shall be promptly notified of any such occurrence. The AT shall be responsible for payment of any medical expenses incurred.
- i. To participate in joint evaluation of the effectiveness of the clinical experiences through meetings and/or written evaluations of the students and faculty.
- j. To allow any student currently placed at the Agency to complete the clinical experience prior to its termination unless MU consents otherwise.
- k. To allow MU AT students and supervisors to use the dining facilities, if available, provided the cost of meals will be paid by the individual at established rates.
- l. To provide MU with a set of the applicable policies, standards and procedures of Agency, together with all amendments as may be promulgated from time to time.
- m. To ensure and provide documentation of all Agency personnel verifying that they meet all appropriate certifications, licenses, or registrations as required by law, regulation, and/or accreditation standards.
- n. To inform Agency personnel and students of any shortfalls of program expectations by any party that must be addressed by student remediation and retention measures and/or affiliation agreement evaluations intervention.
- o. To maintain the confidentiality of all AT student records produced by it or furnished to it by MU, and will not disclose information except as MU may request for its own use or as the Student may direct, and in accordance with the Federal Educational Rights and Privacy Act (FERPA) guidelines.

5. MUTUAL OBLIGATIONS

The parties hereto mutually agree that:

- a. Agency shall at all times retain sole responsibility for all patient care and medical records, and the extent of participation of the student in assisting with or observing patient care.

- b. Responsibility for planning the clinical experience with Agency will be jointly shared by MU's Coordinator of Clinical Education or designee and Agency, subject at all times to the policies, rules, and regulations of MU.
- c. MU curriculum, attendance, and scheduling shall be under the direction of MU so long as there is no conflict with Agency's policies, rules, and regulations.
- d. An AT student of MU may be assigned to any facilities or programs within the Agency or its network previously determined by mutual agreement between the Agency and MU.
- e. The number of AT students assigned to Agency at any given time will be determined by mutual agreement between the parties.
- f. AT students are not employees of Agency during the hours in which they participate in this program and may not substitute for staff or other employees of the Agency.
- g. AT students may have access to Agency's library during its normal hours of operation.
- h. Each student of MU will start his/her clinical experience program as determined by mutual agreement. Minor adjustments in the length of service and the period during which it shall be rendered may be made with the mutual consent of MU and Agency.
- i. Both parties reserve the right to withdraw from this Agreement upon prior written notice in the event that either party shall lose its accreditation or if such other changes occur which may be contrary to the requirement for licensing or certification of students in the program.
- j. Any determination to terminate any AT student's participation in the program, at any time shall be mutually discussed and determined by the parties.
- k. Both parties agree that they shall each work within their scope of their respective clinical disciplines and within the guidelines and parameters as set forth in each party's respective policies and procedures in accordance to the New Jersey Athletic Training Licensure Act. L.1984,c.203,s.1.

6. REGULATORY COMPLIANCE

MU and Agency agree that each shall comply with all applicable requirements of Municipal, County, State and Federal authorities, all applicable Municipal and County ordinances and regulations, and all applicable State and Federal statutes and regulations now or hereafter in force and effect to the extent that they directly or indirectly bear upon the subject matters of this Agreement. These include, without limitation of the foregoing: regulatory and statutory requirements and any and all applicable requirements under any State fair employment

practices or similar laws declaring discrimination in employment based upon race, color, creed, religion, sex, sexual preference, national origin, veteran's status, disability or other protected class as illegal and, if applicable, *Title VII of the Civil Rights Act of 1964* or any applicable rule or regulation promulgated pursuant to any such laws herein above described.

- a. All preceptors must hold current BOC certifications. Copies of this card evidencing aforesaid certification shall be attached to this Agreement as Exhibit D.
- b. All preceptors must maintain a current NJ Athletic Training license through the Division of Consumer Affairs, Board of Medical Examiners. Copies of this license evidencing aforesaid license shall be attached to this Agreement as Exhibit C.
- c. All preceptors must undergo annual preceptor training as set forth by the MU MSATP.

7. INSURANCE AND INDEMNIFICATION

- a. During the term of this Agreement, MU shall at all times maintain professional liability insurance coverage for any acts of negligence of its students, faculty members or employees with respect to any liability arising out of their participation in the program in the minimum amount of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate. Upon request, MU will provide Agency with a certificate evidencing such coverage. MU shall also provide general liability coverage in the minimum amount of one million dollars (\$1,000,000) for personal injury, five hundred thousand dollars (\$500,000) for property damage and three million dollars (\$3,000,000) in the aggregate. Copies of this card evidencing aforesaid certification shall be attached to this Agreement as Exhibit A.
- b. MU's general liability certificate of insurance shall name Agency, its officers, directors, employees and agents as an additional insured
- c. MU shall comply with any and all requirements under the Workers Compensation laws of the State of New Jersey with respect to coverage for MU employees and residents in connection with their activities under this Agreement.
- d. MU shall submit to Agency prior to the effect date of this Agreement, Certificates of Insurance evidencing Agency's compliance with the terms of this Agreement. Copies of the Certificates of Insurance evidencing the aforesaid coverage shall be attached to this agreement as Exhibit A.
- e. MU shall indemnify and hold harmless the Agency, including its officers, directors, employees and agents from any and all liability and claims for damages or injury caused by, or resulting from, the negligent acts or omissions of Monmouth University, its officers, directors, employees or agents arising out of this Agreement and its performance hereunder, except to the extent such damage or injury is caused by the negligent acts or omissions of the Agency and/or its officers, directors, employees and agents. Agency shall: (i) give prompt notice to MU of any claims threatened or made, or suits instituted against it which could result in a claim or right to indemnification as provided herein; (2) cooperate in the defense of any such claim or action; and (3) not

settle such action or claim without the prior consent of MU, which consent shall not be unreasonably withheld. This provision shall survive termination of this Agreement.

- f. During the term of this Agreement, Agency shall at all times maintain professional liability insurance including coverage for any acts of negligence of its trustees, officers, directors, or employees with respect to any liability arising out of their participation in the program in amounts of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate per year and general liability coverage with limits of one million dollars (\$1,000,000) per occurrence for personal injury, five hundred thousand dollars (\$500,000) for property damage and three million dollars (\$3,000,000) in the aggregate.
- g. Agency's general liability certificate of insurance shall name MU, its officers, directors, employees, agents, and students as an additional insured
- h. Agency shall comply with any and all requirements under the Workers Compensation laws of the State of New Jersey with respect to coverage for Agency's employees in connection with their activities under this Agreement.
- i. Agency shall submit to MU prior to the effective date of this Agreement, Certificates of Insurance evidencing Agency's compliance with the terms of this Agreement. Copies of the Certificates of Insurance evidencing the aforesaid coverage shall be attached to this agreement as Exhibit B.
- j. Agency shall indemnify and hold harmless MU, including its trustees, officers, directors, employees and agents from any and all liability and claims for damages or injury caused by, or resulting from, the negligent acts or omissions of Agency, its officers, directors, employees or agents arising out of this Agreement and its performance hereunder, except to the extent such damage or injury is caused by the negligent acts or omissions of MU and/or its officers, directors, employees and agents. MU shall: (i) give prompt notice to Agency of any claims threatened or made, or suits instituted against it which could result in a claim or right to indemnification as provided herein; (2) cooperate in the defense of any such claim or action; and (3) not settle such action or claim without the prior consent of Agency, which consent shall not be unreasonably withheld. This provision shall survive termination of this Agreement.

8. INDEPENDENT CONTRACTOR

Both MU and Agency are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by implication between MU and Agency. Rather, in discharging all duties and obligation hereunder, Agency shall at all times be in and remain in an independent contractor relationship with MU.

Neither MU nor Agency is authorized or permitted to act as an agent or employee of the other. Nothing in this Agreement shall in any way alter the freedom enjoyed by either MU or Agency, nor shall it in any way alter the control of the management, operation, and affairs of either MU or

Agency; it being the intent of this Agreement that MU and Agency shall maintain separate and independent management, and each has full, unrestricted authority and responsibility regarding its organization and structure.

Neither party, by virtue of this Agreement, assumes any liability for any debts or obligations of either a financial or legal nature incurred by the other party to this Agreement.

9. CONFIDENTIALITY

Both MU and Agency shall at all times comply with standards of documentation and confidentiality mandated by state and federal regulatory agencies and accrediting agencies, as same may be modified and amended from time to time, and medical record policies and guidelines established and approved by MU, which shall be made available to the residents.

10. NO WAIVER

The waiver or failure of either party to exercise any right provided for herein shall not be deemed a waiver of any further right hereunder.

11. ENTIRE AGREEMENT

This Agreement supersedes any and all other agreements either oral or in writing between the parties with respect to the services of MU for Agency, and this Agreement contains all of the covenants and agreements between the parties with respect to this Agreement for services. The parties agree that no oral representations or written representations, other than contained here, were relied on by the parties, or form additional terms of this Agreement.

12. MODIFICATION

Agency or MU may from time to time request changes in the scope of the service to be performed hereunder. Such changes shall be valid only if incorporated as a written amendment to this Agreement signed by both parties.

13. GOVERNING LAW

This agreement shall be governed by and construed in accordance with the laws of the State of New Jersey. The parties further agree that the County in which MU is located shall be the venue for any disputes between the parties.

14. NOTICES

All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

As to Agency:
Manasquan High School
167 Broad St.
Manasquan, NJ 08736

With a copy to:
Kevin Hyland
Manasquan High School

As to MU:

Chuck Whedon, MS, ATC, LAT, CSCS
Coordinator of Clinical Education
Athletic Training Education
Monmouth University
400 Cedar Avenue
West Long Branch, NJ 07764

With copy to:

Charlene K. Diana, Esq.
Associate General Counsel
Monmouth University
400 Cedar Avenue
West Long Branch, NJ 07764

IN WITNESS WHEREOF, each party has caused this Agreement to be executed by its duly authorized officers or representatives as of the date first written above.

ATTEST:

FOR AGENCY:

By: _____

Name:

Title:

Date: _____

ATTEST:

MONMOUTH UNIVERSITY:

By: _____

Laura J. Moriarty, PhD

Vice President for Academic Affairs and Provost

Date: _____

Exhibit A: MU's Certificate of Insurance

Exhibit B: Agency's Certificate of Insurance

Exhibit C: Preceptors NJ Board of Medical Examiner's Athletic Training License

Exhibit D: **Preceptors Board of Certification, Inc. card**

Exhibit E: **Preceptors current BLS for Healthcare Providers card**

**Exhibit F: Agency's Athletic Training Clinic's current list documenting
therapeutic equipment safety certification.**

Exhibit G: Agency's Posted Emergency Action Plans

Exhibit H: Patient/client privacy protection acknowledgement (FERPA and HIPAA)

Manasquan Teacher Rubric

Domain 1: Instructional Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and the use of appropriate resources, and that enable all students to learn.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher plans highly coherent instruction which reflects an extensive understanding of the required standards, school curriculum and expected rigor. The teacher plans student-directed and creative, data-driven strategies with real-world applications, and/or plans the use of innovative resources that enable all students to learn.</p>	<p>The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and use of appropriate resources that enable all students to learn.</p>	<p>The teacher inconsistently plans coherent instruction that accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher inconsistently plans effective, data-driven strategies and/or the use of appropriate resources that enable all students to learn.</p>	<p>The teacher plans poorly aligned instruction which does not reflect an understanding of the required standards, school curriculum and expected rigor. The teacher plans ineffective strategies which do not align to data and/or the use appropriate resources that enable all students to learn.</p>

Attributes

- 1.1 Designs instruction connected to big ideas and essential questions.
- 1.2 Aligns lesson objectives to applicable standards, the school's curriculum and student learning needs.
- 1.3 Links instruction to real world experiences with opportunities for application.
- 1.4 Connects present content with previous and future learning and other disciplines.
- 1.5 Develops instructional outcomes that reflect high expectations & cognitive challenges.
- 1.6 Plans lessons & activities reflective of recent developments in subject area pedagogy.
- 1.7 Designs lessons which reflect an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Demonstrates knowledge of ability levels of students (high, medium, and low).
- 1.9 Considers students' interests when planning instructional activities.
- 1.10 Creates assessments which match learning outcomes while meeting expected levels of rigor and understanding
- 1.11 Analyzes and uses baseline data and formative assessments to plan instruction accordingly.
- 1.12 Determines knowledge of pre-requisite skills before beginning new instruction.
- 1.13 Creates student-centered learning activities appropriate for the skill or content area being taught and are aligned with the established objectives.
- 1.14 Plans instructional groups to support student learning.
- 1.15 Plans differentiated instruction for all levels of students in classroom.

Manasquan Teacher Rubric

Domain 2: Instructional Implementation

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson the teacher cognitively engages students in important critical thinking, discussion and learning.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher creatively communicates content and goals while using innovative strategies and resources to teach knowledge, concepts and skills with opportunities for real-world application. Throughout the lesson, virtually all students are cognitively engaged in critical thinking, discussion and learning.</p>	<p>The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson most students are cognitively engaged in important critical thinking, discussion and learning.</p>	<p>The teacher is inconsistent in clearly and/or accurately communicating content and goals. Instructional strategies and/or resources are partially effective to teach knowledge, concepts and skills. Throughout the lesson, only some students are cognitively engaged in important thinking, discussion and learning.</p>	<p>The teacher is unclear and/or inaccurate in communicating content and goals. Instructional strategies and resources are ineffective and do not teach the knowledge, concepts and skills. Throughout the lesson, students are not cognitively engaged in important thinking, discussion and learning.</p>

Attributes

- 2.1 Demonstrates knowledge of subject area content appropriate to the grade level and/or subject.
- 2.2 Conveys and reinforces learning goals consistently throughout the lesson.
- 2.3 Anticipates and addresses students' misconceptions and misunderstandings.
- 2.4 Communicates clear and understandable explanations of content.
- 2.5 Answers students' questions accurately.
- 2.6 Provides well-defined directions and when appropriate, models procedures or tasks
- 2.7 Engages and maintains students in active learning.
- 2.8 Ensures participation of all students.
- 2.9 Implements a variety of effective instructional strategies to ensure that all students meet the learning objectives.
- 2.10 Uses cognitively challenging questions to deepen student understanding and advance student learning.
- 2.11 Promotes student reasoning, critical thinking, and problem-solving.
- 2.12 Invites students to explain the content and/or their reasoning.
- 2.13 Encourages students to question themselves and others.
- 2.14 Maintains appropriate pacing for students to meet learning goals.
- 2.15 Adapts instructional plans when necessary and/or to deepen student understanding.
- 2.16 Utilizes a variety of resources relevant to the content area, tasks/activities and intended outcomes.
- 2.17 Incorporates instructional technology to enhance student learning.
- 2.18 Evaluates effectiveness of lessons and identifies area for improvement.

Manasquan Teacher Rubric

Domain 3: Instructional Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides students with timely and meaningful feedback.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher and students formally and informally collect and evaluate a variety of formative and/or summative assessments addressing all levels of cognition to assess student progress and understanding. Frequent and meaningful feedback comes from a variety of sources to enhance learning.</p>	<p>The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides the students with timely and meaningful feedback to enhance learning.</p>	<p>The teacher inconsistently collects student data through a limited variety of formative and/or summative assessments addressing some levels of cognition to evaluate student progress and understanding. The teacher inconsistently provides students with meaningful feedback to enhance learning.</p>	<p>The teacher does not collect student data to evaluate student progress and understanding. The teacher does not provide students with meaningful feedback to enhance learning.</p>

Attributes

- 3.1 Monitors student understanding throughout the lesson.
- 3.2 Uses a variety of assessment strategies and/or instruments that are valid and appropriate to the learning goal and for the student population.
- 3.3 assesses students with tasks that span the hierarchy of cognitive skills
- 3.4 Questions students to elicit understanding.
- 3.5 Provides timely and meaningful feedback to deepen student learning.
- 3.6 Uses ongoing formative assessment methods to inform, guide, and adjust instruction.
- 3.7 Utilizes summative assessment methods to measure student understanding.

Manasquan Teacher Rubric

Domain 4: Learning Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher fosters intellectual curiosity, high student achievement and inspires the students' enthusiasm for the content.</p>	<p>The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p>	<p>The teacher inconsistently establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher inconsistently conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p>	<p>The teacher does not establish a respectful, positive, or safe learning environment which hinders student learning and achievement. The teacher does not share an enthusiasm for the content and/or an underlying belief of its importance.</p>

Attributes

- 4.1 Displays enthusiasm for the instructional content.
- 4.2 Respects and encourages students' efforts and persistence.
- 4.3 Recognizes and acknowledges students' concerns and interests.
- 4.4 Attentively listens and pays attention to students' needs and responses.
- 4.5 Recognizes and respects students' diversity.
- 4.6 Establishes a climate of trust and teamwork.
- 4.7 Creates an atmosphere where students feel safe to take risks without fear of being wrong.
- 4.8 Maximizes instructional time and minimizes disruptions.
- 4.9 Establishes clear expectations for classroom rules, procedures, and behavior and enforces them consistently and fairly.
- 4.10 Manages student behavior and responds to misbehavior subtly and effectively.
- 4.11 Facilitates a safe learning environment.
- 4.12 Physically arranges the classroom to maximize learning.

Manasquan Teacher Rubric

Domain 5: Professional Responsibilities

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher takes a leadership role during professional development opportunities and is pro-active in the collaboration with colleagues, administration, parents and community members.</p>	<p>The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents, and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.</p>	<p>The teacher is inconsistently committed to improving instruction, student achievement and the school community by inconsistently attending professional development opportunities and/or collaborating with colleagues, administration, parents and community members. The teacher may not adhere to all local and state mandates and/or ethical guidelines and/or inconsistently performs all professional responsibilities in a timely manner.</p>	<p>The teacher does not demonstrate a commitment to improving instruction, student achievement and the school community by attending professional development opportunities and/or does not collaborate with colleagues, administration, parents and community members. The teacher does not adhere to local and state mandates and/or perform professional responsibilities in a timely manner.</p>

Attributes

- 5.1 Sets goals for improvement of knowledge and skills.
- 5.2 Attends district and school professional development offerings.
- 5.3 Seeks opportunities for additional professional growth.
- 5.4 Incorporates learning from professional growth opportunities into instructional practice.
- 5.5 Contributes as a member of the school's professional learning community through collaboration with teaching colleagues.
- 5.6 Works in collegial and collaborative manner with administrators, colleagues, and other school personnel.
- 5.7 Engages in activities outside the classroom that contribute to the betterment of the school community.
- 5.8 Provides opportunities for family members to participate in their child's learning.
- 5.9 Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress.
- 5.10 Responds in a timely manner to professional requests and responsibilities.
- 5.11 Maintains accurate records and documents the progress of each student throughout the school year.
- 5.12 Adheres to federal and state laws, school policies and ethical guidelines.

Manasquan Educational Services Personnel Rubric

Domain 1: Professional Knowledge and Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist uses innovative, professional knowledge to address the needs of the target learning community and/or leads or engages others while demonstrating an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages innovative program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates an awareness of individual differences, cultures and learning needs. The specialist inconsistently plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist makes poor use of professional knowledge to address the needs of the target learning community and does not demonstrate an awareness of individual differences, cultures and learning needs. The specialist does not plan, coordinate and manage program services consistent with established guidelines, policies and procedures.</p>

Attributes

Demonstrates knowledge of specialty area, current trends & technology.

Demonstrates knowledge of the school's program and student needs within that program.

Understands one's responsibility to the program.

Establishes goals for the program appropriate to the setting and learning community.

Uses district, school family, community and professional to help meet program and/or diverse learners' needs.

Plans programs and/or assistance which demonstrate an understanding of the intellectual, social, emotional and physical development of the learner.

Develops programs/support/intervention programs which are integrated within overall school/district programs.

Identifies various learning styles and individual needs to assist in the design and implementation of intervention plans/learning programs.

Researches resources/programs which apply to a variety of learners with diverse needs.

Uses the most current, appropriate resources available, including technology.

Creates a course of action or program for students, teachers and /or family members (regular school programs, interventions, responsive services, in-class activities, small group sessions) to achieve determined goals or follow specific procedures.

Develops a plan to evaluate the program and procedures.

Manasquan Educational Services Personnel Rubric

Domain 2: Program Delivery and Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist implements a variety of innovative services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist implements a limited number of services for the targeted learning community in a manner that inconsistently promotes optimal student development. The specialist inconsistently uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist does not implement a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist does not use data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>

Attributes

Assesses student needs.

Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.

Shares expertise with the learning community.

Collaborates with instructional staff to design, implement or support services for specific learner and/or program needs.

Researches strategies and resources for colleagues to support instructional improvement and/or student well-being.

Researches available resources necessary for individual student growth.

Identifies, obtains and manages necessary resources to address learner and program needs.

Conducts activities that assist students and teachers in the formulation of academic, personal/social and career plans.

Shares appropriate information/knowledge with staff members to ensure academic and social growth of all learners.

Consults with administration, parents, community agencies, school and support personnel to resolve issues and/or communicate progress relation to the provision of programs/services to individual learners.

Documents learner and/or program progress and outcomes.

Collects, evaluates and interprets data from multiple sources to benefit academic, emotional, social, physical growth of all learners.

Provides feedback to learners, families and staff on programs and student progress.

Demonstrates responsiveness and flexibility.

Modifies strategies, interventions, services and programs based on data and research.

Manasquan Educational Services Personnel Rubric

Domain 3: Communication and Collaboration

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist is proactive in initiating and enhancing communication and collaboration techniques between the learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist rarely/does not communicate and collaborate effectively with learners, families, staff and the community to promote student learning, development and well-being.</p>

Attributes

Supports, promotes and communicates the mission, vision and goals of the program, school and district.

Uses effective written, verbal and non-verbal communication skills.

Initiates, maintains, and appropriately documents communication to support the needs and progress of the members of the learning community.

Uses effective written, verbal and non-verbal communication skills.

Uses resources including technology to effectively communicate with stakeholders.

Supports learner success and well-being by working collaboratively with stakeholders.

Collaborates with many sources (teachers, parents, professional organizations) to obtain input and address the needs of the student and/or community.

Collaborates with stakeholders to design, implement and/or support services for specific learner or program needs.

Collaborates with stakeholders to design, implement and/or support programs for specific learners.

Works in a collegial and collaborative manner with administrators, colleagues and other school personnel.

Coordinates programs/interventions with other specialists.

Responds promptly to learner, family, staff and community concerns.

Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress and/or well-being.

Provides opportunities for family members to participate in their child's learning and progress.

Actively assumes an advocacy role for learners and families.

Manasquan Educational Services Personnel Rubric

Domain 4: Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist establishes a respectful, positive, safe environment which inspires the learners' to initiate/seek their help in promoting their own personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by students and the learning community.</p>	<p>The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community.</p>	<p>The educational or program specialist inconsistently establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist inconsistently establishes and conveys the importance of the program which is shared by the learning community.</p>	<p>The educational or program specialist does not establish a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist does not establish and convey the importance of the program which is shared by the learning community.</p>

Attributes

- Creates a caring environment in which respect and trust exist.*
- Develops a rapport with students.*
- Establishes a culture in which students actively seek assistance and/or use the resources provided.*
- Engages in productive, ongoing communication.*
- Fosters feelings of student academic, mental, and physical well-being.*
- Establishes a culture for ongoing instructional improvement.*
- Implements clearly defined procedures for teachers/students to access (instructional) support.*
- Schedules and manages time effectively.*
- Organizes physical space for smooth flow.*
- Defines and adheres to standards of conduct which align with the code of conduct expected of students throughout the school.*
- Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.*

Manasquan Educational Services Personnel Rubric

Domain 5: Professionalism and Growth

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist takes a leadership role during professional growth opportunities and is proactive in the collaboration with colleagues, administration, parents and community members to ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional standards.</p>	<p>The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.</p>	<p>The educational or program specialist inconsistently engages in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist demonstrates limited understanding of legal, ethical and professional practices and standards.</p>	<p>The educational or program specialist does not engage in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are not consistent with all legal, ethical and professional practices and standards.</p>

Attributes

Reflects on personal practice and program initiatives.

Sets goals for improvement of knowledge and skills.

Identifies and applies new ideas that improve the school and enhance the academic, care and personal social development of all students.

Supports, promotes and communicates the mission, vision and goals of the district, school, and program.

Attends district and school professional development offerings.

Seeks opportunities for additional professional growth.

Incorporates learning from professional growth opportunities into practice.

Contributes as a member of the school's professional learning community through collaboration with colleagues within the same and other disciplines.

Engages in activities outside the office/center that contribute to the betterment of the school community.

Responds in a timely manner to professional requests and responsibilities.

Maintains accurate records and documents the progress of each student throughout the school year.

Adheres to federal and state laws, school policies and ethical guidelines.

Multidimensional Principal Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning; school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide; uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making.	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning; school vision and mission aligns with the vision and mission of the district; explicitly links the school's vision and mission to programs and policies.	Identifies the school's vision and mission, and makes them public; school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought; refers to the school vision and mission as a document unconnected to programs, policies or practices.	Claims to have a vision and mission for the school, but keeps it private, school vision and mission are unrelated to the district vision and mission, disregards the need to use the school's vision and mission to guide goals, plans and actions.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement.	Has a process and structure in place for organizational improvement and uses it to assess the school.	Provides selected staff with opportunities to discuss school improvement efforts.	Assumes that the school's improvement is either an event or the responsibility of a single individual.

Multidimensional Principal Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice; nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice; engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design; creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures.	Acknowledges the need for communication and collaboration; provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals; creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question; supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning; involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them.	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks; supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work; maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time.	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning; provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"; allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts; maintains a hands off approach to instruction; initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school; engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization.	Develops the instructional and leadership capacity of staff; promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available.	Invests in activities that promote the development of a select group of leaders, provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences.	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students; is unaware of effective and appropriate technologies available.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.	Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other.	Uses "accountability" to justify a system that links student achievement with accolades and blame.
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement.	Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program.	Evaluates the impact of the instructional program based on results of standardized assessments.	Judges the merit of the instructional program based on what is used by others.

Multidimensional Principal Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs; embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow.	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources; develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles.	Obtains human, fiscal and technological resources and allocates them without an apparent plan; shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability.	Obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need; considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls.	Promotes and protects the welfare and safety of students and staff.	Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures.	Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement.	Monitors, evaluates and revises management and operational systems.	Monitors and evaluates the management and operational systems.	Avoids engaging with management or operations systems.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning.	Ensures teacher and organizational time is focused to support quality instruction and student learning.	Schedules time outside of the typical school day for teachers to support instruction and learning.	Allocates time as required to comply with regulations and mandates.

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement.	Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements.	Collects and analyzes data and information pertinent to the educational environment.	Makes decisions about whether or not to change the educational environment based on own impressions and beliefs.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning.	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities.	Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects.	Considers the community as separate from the school.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts.	Builds and sustains positive relationships with families and caregivers.	Takes actions intended to increase family and caregiver support for the school.	Identifies lack of family and caregiver involvement as a key explanation for lack of achievement.

Multidimensional Principal Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success; engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good; promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.	Ensures a system of accountability for every student's academic and social success; considers and evaluates the potential moral and legal consequences of decision-making; assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility.	Focuses on accountability for academic and social success of students whose test results threaten the school's standing; makes decisions and takes actions without considering consequences, dealing with them if and when they occur; assumes responsibility for decisions and actions related to mandates.	Associates "accountability" with threats and blame for students' academic and social difficulties; makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them; blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning; draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements.	Acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district; assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Reacts to district, state and national decisions affecting student learning; continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field.	Appears unaware of decisions affecting student learning made outside of own school or district; waits to be told how to respond to emerging trends or initiatives.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	Advocates for children, families, and caregivers.	Advocates for selected causes.	Advocates for self and own interests.

Multidimensional Leadership Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. engages stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning</p> <p>b. leader's vision and mission intentionally align with those of the school and/or district, and contribute to improved learning within the entire system</p> <p>c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making</p>	<p>a. collaborates with key stakeholders in the school and/or district to develop and implement a shared vision and mission for learning</p> <p>b. leader's vision and mission align with the vision and mission of the school and/or district</p> <p>c. explicitly links the school/district vision and mission to own vision and mission, as well as to programs and policies he/she is responsible for</p>	<p>a. identifies own vision and mission, and makes them public</p> <p>b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought</p> <p>c. refers to the school and/or district vision and mission as a document unconnected to own vision, or to the programs, policies or practices he/she is responsible for</p>	<p>a. claims to have a vision and mission, but keeps them private</p> <p>b. leader's vision and mission are unrelated to the school and/or district vision and mission</p> <p>c. disregards the need to use a vision and mission to guide goals, plans and actions</p>
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility</p>	<p>a. implements processes and structures that support organizational improvement related to own area of responsibility</p>	<p>a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility</p>	<p>a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead</p>

Multidimensional Leadership Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. uses different ways of accessing staff expertise and work within own area of responsibility (e.g. lab sites, peer coaching, mentoring, collegial inquiry, etc.) as a model for developing collaborative approaches across the school or district across the school or district across the school or district across the school or district</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by supporting structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>c. works with stakeholders (e.g., students, staff, parents) to develop, implement and sustain a learning environment that actively involves students in relevant, meaningful learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning in deductive or inductive ways</p>	<p>a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice</p> <p>b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>c. creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures, or ensures that those who create curriculum meet this expectation</p>	<p>a. considers proposals for collaborative structures and projects</p> <p>b. encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>a. acknowledges the need for communication and collaboration</p> <p>b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices</p> <p>c. supports learning environments that rely on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	<p>a. engages those they supervise, and students, in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>b. supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>	<p>a. creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks or ensures that those they supervise meet this expectation</p> <p>b. supervises instruction and makes explicit the expectation that those they supervise remain current in research-based, best practices and incorporate them into their own work</p> <p>c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>a. supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p> <p>c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>a. promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>b. maintains a hands off approach to instruction</p> <p>c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	<p>a. develops and taps the instructional and leadership capacity of all stakeholders in the school and/or district to assume a variety of formal and informal leadership roles</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school and/or district</p>	<p>a. develops the instructional and leadership capacity of staff that he/she supervises</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>a. invests in activities that promote the development of a select group of leaders</p> <p>b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences</p>	<p>a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students</p> <p>b. is unaware of effective and appropriate technologies available</p>
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and contextualize student achievement, both inside history and projected into the future.	a. develops and/or implements assessment and accountability systems to monitor student progress, uncover patterns and trends, so that current student strengths and needs can be contextualized inside a history that connects changes in teaching and learning to student achievement.	a. assessment and accountability systems, though in place, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other	a. uses "accountability" to justify a system that links student achievement with accolades and blame
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	a. provides the time and expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement	a. gathers input from staff and surveys from students, as well as formal assessment data, as part of process to monitor and evaluate the impact of the instructional program	a. evaluates the impact of the instructional program based on results of standardized assessments	a. judges the merit of the instructional program based on what is used by others

Multidimensional Leadership Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	<p>a. considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>b. embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p>	<p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>a. obtains human, fiscal and technological resources and allocates them without an apparent plan</p> <p>b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability</p>	<p>a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need</p> <p>b. considers self as the sole leader while allocating unwanted tasks to others</p>
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	a. monitors, evaluates and revises management and operational systems	a. monitors and evaluates the management and operational systems	a. avoids engaging with management or operations systems

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning	a. ensures teacher and organizational time is focused to support quality instruction and student learning	a. relies on the use of time outside the typical school day for teachers to support instruction and learning	a. allocates time as required to comply with regulations and mandates

Multidimensional Leadership Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	a. engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement	a. collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	a. collects and analyzes data and information pertinent to the educational environment	a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning	a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through scheduling or supporting diverse activities	a. provides isolated opportunities for including the community in school or district activities or for engaging students in community outreach or service projects	a. considers the community as separate from the school and/or district
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts	a. builds and sustains positive relationships with families and caregivers	a. takes actions intended to increase family and caregiver support for the school and/or district	a. identifies lack of family and caregiver involvement as a key explanation for lack of achievement

Multidimensional Leadership Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success</p> <p>b. engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p> <p>c. promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's/district's learning and work and align with its ethical and moral beliefs</p>	<p>a. ensures a system of accountability for every student's academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>c. assumes responsibility for thoughtfully considering and upholding mandates so that the school and/or district can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>a. focuses on accountability for academic and social success of students whose test results threaten the school's and/or district's standing</p> <p>b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>c. assumes responsibility for decisions and actions related to mandates</p>	<p>a. associates "accountability" with threats and blame for students' academic and social difficulties</p> <p>b. makes decisions based on self-interest, and is caught off guard by consequences of decisions responding by denying, becoming defensive or ignoring them</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the school and/or district, or its various stakeholders</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school and/or district, and determining how to replicate them</p> <p>b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>c. creates processes that embed social justice into the fabric of the school and/or district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>	<p>a. models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>b. safeguards the values of democracy, equity, and diversity</p> <p>c. promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>b. holds others accountable for upholding the values of democracy, equity and diversity</p> <p>c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others</p> <p>b. pays lip service to values related to democracy, equity and diversity</p> <p>c. implements strategies that group and label students with specific needs, isolating them from the mainstream</p>

Multidimensional Leadership Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. engages the entire school or district community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>b. draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school and/or district, its growth, learning and improvements</p>	<p>a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>a. reacts to district, state and national decisions affecting student learning</p> <p>b. continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>a. appears unaware of decisions affecting student learning made outside of own school or district</p> <p>b. waits to be told how to respond to emerging trends or initiatives</p>
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. guided by the school and/or district vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another	a. advocates for children, families, and caregivers	a. advocates for selected causes	a. advocates for self and own interests

Manasquan Non-Certificated Personnel Evaluation

Non-Certificated Personnel Evaluation

	Highly Effective(5)	Effective(4)	Partially Effective(3)	Ineffective(2)	Unsatisfactory(1)	Not Applicable
Quality of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Quantity of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Reliability/Dependability	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Job Interest and Attitude Toward Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Relations with Others	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Grasp of Instructions and Assignments	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Adaptability (ability to adjust)	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Safety Mindedness	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Leadership	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable

Manasquan Teacher Rubric

Domain 1: Instructional Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and the use of appropriate resources, and that enable all students to learn.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher plans highly coherent instruction which reflects an extensive understanding of the required standards, school curriculum and expected rigor. The teacher plans student-directed and creative, data-driven strategies with real-world applications, and/or plans the use of innovative resources that enable all students to learn.</p>	<p>The teacher plans coherent instruction which accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher plans effective, data-driven strategies and use of appropriate resources that enable all students to learn.</p>	<p>The teacher inconsistently plans coherent instruction that accurately reflects an understanding of the required standards, school curriculum and expected rigor. The teacher inconsistently plans effective, data-driven strategies and/or the use of appropriate resources that enable all students to learn.</p>	<p>The teacher plans poorly aligned instruction which does not reflect an understanding of the required standards, school curriculum and expected rigor. The teacher plans ineffective strategies which do not align to data and/or the use appropriate resources that enable all students to learn.</p>

Attributes

- 1.1 Designs instruction connected to big ideas and essential questions.
- 1.2 Aligns lesson objectives to applicable standards, the school's curriculum and student learning needs.
- 1.3 Links instruction to real world experiences with opportunities for application.
- 1.4 Connects present content with previous and future learning and other disciplines.
- 1.5 Develops instructional outcomes that reflect high expectations & cognitive challenges.
- 1.6 Plans lessons & activities reflective of recent developments in subject area pedagogy.
- 1.7 Designs lessons which reflect an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Demonstrates knowledge of ability levels of students (high, medium, and low).
- 1.9 Considers students' interests when planning instructional activities.
- 1.10 Creates assessments which match learning outcomes while meeting expected levels of rigor and understanding
- 1.11 Analyzes and uses baseline data and formative assessments to plan instruction accordingly.
- 1.12 Determines knowledge of pre-requisite skills before beginning new instruction.
- 1.13 Creates student-centered learning activities appropriate for the skill or content area being taught and are aligned with the established objectives.
- 1.14 Plans instructional groups to support student learning.
- 1.15 Plans differentiated instruction for all levels of students in classroom.

Manasquan Teacher Rubric

Domain 2: Instructional Implementation

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson the teacher cognitively engages students in important critical thinking, discussion and learning.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher creatively communicates content and goals while using innovative strategies and resources to teach knowledge, concepts and skills with opportunities for real-world application. Throughout the lesson, virtually all students are cognitively engaged in critical thinking, discussion and learning.</p>	<p>The teacher clearly and accurately communicates content and goals while using effective strategies and resources to teach knowledge, concepts, and skills. Throughout the lesson most students are cognitively engaged in important critical thinking, discussion and learning.</p>	<p>The teacher is inconsistent in clearly and/or accurately communicating content and goals. Instructional strategies and/or resources are partially effective to teach knowledge, concepts and skills. Throughout the lesson, only some students are cognitively engaged in important thinking, discussion and learning.</p>	<p>The teacher is unclear and/or inaccurate in communicating content and goals. Instructional strategies and resources are ineffective and do not teach the knowledge, concepts and skills. Throughout the lesson, students are not cognitively engaged in important thinking, discussion and learning.</p>

Attributes

- 2.1 Demonstrates knowledge of subject area content appropriate to the grade level and/or subject.
- 2.2 Conveys and reinforces learning goals consistently throughout the lesson.
- 2.3 Anticipates and addresses students' misconceptions and misunderstandings.
- 2.4 Communicates clear and understandable explanations of content.
- 2.5 Answers students' questions accurately.
- 2.6 Provides well-defined directions and when appropriate, models procedures or tasks
- 2.7 Engages and maintains students in active learning.
- 2.8 Ensures participation of all students.
- 2.9 Implements a variety of effective instructional strategies to ensure that all students meet the learning objectives.
- 2.10 Uses cognitively challenging questions to deepen student understanding and advance student learning.
- 2.11 Promotes student reasoning, critical thinking, and problem-solving.
- 2.12 Invites students to explain the content and/or their reasoning.
- 2.13 Encourages students to question themselves and others.
- 2.14 Maintains appropriate pacing for students to meet learning goals.
- 2.15 Adapts instructional plans when necessary and/or to deepen student understanding.
- 2.16 Utilizes a variety of resources relevant to the content area, tasks/activities and intended outcomes.
- 2.17 Incorporates instructional technology to enhance student learning.
- 2.18 Evaluates effectiveness of lessons and identifies area for improvement.

Manasquan Teacher Rubric

Domain 3: Instructional Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides students with timely and meaningful feedback.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher and students formally and informally collect and evaluate a variety of formative and/or summative assessments addressing all levels of cognition to assess student progress and understanding. Frequent and meaningful feedback comes from a variety of sources to enhance learning.</p>	<p>The teacher systematically collects student data through a variety of formative and/or summative assessments addressing all levels of cognition to evaluate student progress and understanding. The teacher effectively and frequently provides the students with timely and meaningful feedback to enhance learning.</p>	<p>The teacher inconsistently collects student data through a limited variety of formative and/or summative assessments addressing some levels of cognition to evaluate student progress and understanding. The teacher inconsistently provides students with meaningful feedback to enhance learning.</p>	<p>The teacher does not collect student data to evaluate student progress and understanding. The teacher does not provide students with meaningful feedback to enhance learning.</p>

Attributes

- 3.1 Monitors student understanding throughout the lesson.*
- 3.2 Uses a variety of assessment strategies and/or instruments that are valid and appropriate to the learning goal and for the student population.*
- 3.3 assesses students with tasks that span the hierarchy of cognitive skills*
- 3.4 Questions students to elicit understanding.*
- 3.5 Provides timely and meaningful feedback to deepen student learning.*
- 3.6 Uses ongoing formative assessment methods to inform, guide, and adjust instruction.*
- 3.7 Utilizes summative assessment methods to measure student understanding.*

Manasquan Teacher Rubric

Domain 4: Learning Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher fosters intellectual curiosity, high student achievement and inspires the students' enthusiasm for the content.</p>	<p>The teacher effectively establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p>	<p>The teacher inconsistently establishes a respectful, positive, safe learning environment conducive to high student achievement. The teacher inconsistently conveys an enthusiasm for the content and an underlying belief of its importance which is shared by the students.</p>	<p>The teacher does not establish a respectful, positive, or safe learning environment which hinders student learning and achievement. The teacher does not share an enthusiasm for the content and/or an underlying belief of its importance.</p>

Attributes

- 4.1 Displays enthusiasm for the instructional content.
- 4.2 Respects and encourages students' efforts and persistence.
- 4.3 Recognizes and acknowledges students' concerns and interests.
- 4.4 Attentively listens and pays attention to students' needs and responses.
- 4.5 Recognizes and respects students' diversity.
- 4.6 Establishes a climate of trust and teamwork.
- 4.7 Creates an atmosphere where students feel safe to take risks without fear of being wrong.
- 4.8 Maximizes instructional time and minimizes disruptions.
- 4.9 Establishes clear expectations for classroom rules, procedures, and behavior and enforces them consistently and fairly.
- 4.10 Manages student behavior and responds to misbehavior subtly and effectively.
- 4.11 Facilitates a safe learning environment.
- 4.12 Physically arranges the classroom to maximize learning.

Manasquan Teacher Rubric

Domain 5: Professional Responsibilities

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the teacher takes a leadership role during professional development opportunities and is pro-active in the collaboration with colleagues, administration, parents and community members.</p>	<p>The teacher is committed to improving instruction, student achievement and the school community by attending professional development opportunities and collaborating with colleagues, administration, parents, and community members. The teacher adheres to all local and state mandates and ethical guidelines and performs all professional responsibilities in a timely manner.</p>	<p>The teacher is inconsistently committed to improving instruction, student achievement and the school community by inconsistently attending professional development opportunities and/or collaborating with colleagues, administration, parents and community members. The teacher may not adhere to all local and state mandates and/or ethical guidelines and/or inconsistently performs all professional responsibilities in a timely manner.</p>	<p>The teacher does not demonstrate a commitment to improving instruction, student achievement and the school community by attending professional development opportunities and/or does not collaborate with colleagues, administration, parents and community members. The teacher does not adhere to local and state mandates and/or perform professional responsibilities in a timely manner.</p>

Attributes

- 5.1 Sets goals for improvement of knowledge and skills.
- 5.2 Attends district and school professional development offerings.
- 5.3 Seeks opportunities for additional professional growth.
- 5.4 Incorporates learning from professional growth opportunities into instructional practice.
- 5.5 Contributes as a member of the school's professional learning community through collaboration with teaching colleagues.
- 5.6 Works in collegial and collaborative manner with administrators, colleagues, and other school personnel.
- 5.7 Engages in activities outside the classroom that contribute to the betterment of the school community.
- 5.8 Provides opportunities for family members to participate in their child's learning.
- 5.9 Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress.
- 5.10 Responds in a timely manner to professional requests and responsibilities.
- 5.11 Maintains accurate records and documents the progress of each student throughout the school year.
- 5.12 Adheres to federal and state laws, school policies and ethical guidelines.

Manasquan Educational Services Personnel Rubric

Domain 1: Professional Knowledge and Planning

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist uses innovative, professional knowledge to address the needs of the target learning community and/or leads or engages others while demonstrating an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages innovative program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist uses professional knowledge to address the needs of the target learning community and demonstrates an awareness of individual differences, cultures and learning needs. The specialist plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates an awareness of individual differences, cultures and learning needs. The specialist inconsistently plans, coordinates and manages program services consistent with established guidelines, policies and procedures.</p>	<p>The educational or program specialist makes poor use of professional knowledge to address the needs of the target learning community and does not demonstrate an awareness of individual differences, cultures and learning needs. The specialist does not plan, coordinate and manage program services consistent with established guidelines, policies and procedures.</p>

Attributes

Demonstrates knowledge of specialty area, current trends & technology.

Demonstrates knowledge of the school's program and student needs within that program.

Understands one's responsibility to the program.

Establishes goals for the program appropriate to the setting and learning community.

Uses district, school family, community and professional to help meet program and/or diverse learners' needs.

Plans programs and/or assistance which demonstrate an understanding of the intellectual, social, emotional and physical development of the learner.

Develops programs/support/intervention programs which are integrated within overall school/district programs.

Identifies various learning styles and individual needs to assist in the design and implementation of intervention plans/learning programs.

Researches resources/programs which apply to a variety of learners with diverse needs.

Uses the most current, appropriate resources available, including technology.

Creates a course of action or program for students, teachers and /or family members (regular school programs, interventions, responsive services, in-class activities, small group sessions) to achieve determined goals or follow specific procedures.

Develops a plan to evaluate the program and procedures.

Manasquan Educational Services Personnel Rubric

Domain 2: Program Delivery and Assessment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist implements a variety of innovative services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist implements a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist implements a limited number of services for the targeted learning community in a manner that inconsistently promotes optimal student development. The specialist inconsistently uses data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>	<p>The educational or program specialist does not implement a variety of services for the targeted learning community in a manner that promotes optimal student development. The specialist does not use data to assess student needs, determine strategies/interventions to improve learning and/or develop the effectiveness of the program(s).</p>

Attributes

- Assesses student needs.*
- Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.*
- Shares expertise with the learning community.*
- Collaborates with instructional staff to design, implement or support services for specific learner and/or program needs.*
- Researches strategies and resources for colleagues to support instructional improvement and/or student well-being.*
- Researches available resources necessary for individual student growth.*
- Identifies, obtains and manages necessary resources to address learner and program needs.*
- Conducts activities that assist students and teachers in the formulation of academic, personal/social and career plans.*
- Shares appropriate information/knowledge with staff members to ensure academic and social growth of all learners.*
- Consults with administration, parents, community agencies, school and support personnel to resolve issues and/or communicate progress relation to the provision of programs/services to individual learners.*
- Documents learner and/or program progress and outcomes.*
- Collects, evaluates and interprets data from multiple sources to benefit academic, emotional, social, physical growth of all learners.*
- Provides feedback to learners, families and staff on programs and student progress.*
- Demonstrates responsiveness and flexibility.*
- Modifies strategies, interventions, services and programs based on data and research.*

Manasquan Educational Services Personnel Rubric

Domain 3: Communication and Collaboration

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist is proactive in initiating and enhancing communication and collaboration techniques between the learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist communicates and collaborates effectively with learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist attempts, but is inconsistent in communicating and has difficulty collaborating with learners, families, staff and the community to promote student learning, development and well-being.</p>	<p>The educational or program specialist rarely/does not communicate and collaborate effectively with learners, families, staff and the community to promote student learning, development and well-being.</p>

Attributes

- Supports, promotes and communicates the mission, vision and goals of the program, school and district.*
- Uses effective written, verbal and non-verbal communication skills.*
- Initiates, maintains, and appropriately documents communication to support the needs and progress of the members of the learning community.*
- Uses effective written, verbal and non-verbal communication skills.*
- Uses resources including technology to effectively communicate with stakeholders.*
- Supports learner success and well-being by working collaboratively with stakeholders.*
- Collaborates with many sources (teachers, parents, professional organizations) to obtain input and address the needs of the student and/or community.*
- Collaborates with stakeholders to design, implement and/or support services for specific learner or program needs.*
- Collaborates with stakeholders to design, implement and/or support programs for specific learners.*
- Works in a collegial and collaborative manner with administrators, colleagues and other school personnel.*
- Coordinates programs/interventions with other specialists.*
- Responds promptly to learner, family, staff and community concerns.*
- Builds positive and professional relationships with parents/guardians through frequent and effective, personal communication concerning student progress and/or well-being.*
- Provides opportunities for family members to participate in their child's learning and progress.*
- Actively assumes an advocacy role for learners and families.*

Manasquan Educational Services Personnel Rubric

Domain 4: Environment

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist establishes a respectful, positive, safe environment which inspires the learners' to initiate/seek their help in promoting their own personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by students and the learning community.</p>	<p>The educational or program specialist establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist establishes and conveys the importance of the program which is shared by the learning community.</p>	<p>The educational or program specialist inconsistently establishes a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist inconsistently establishes and conveys the importance of the program which is shared by the learning community.</p>	<p>The educational or program specialist does not establish a respectful, positive, safe environment that promotes the learners' personal, social, career and academic development. The specialist does not establish and convey the importance of the program which is shared by the learning community.</p>

Attributes

- Creates a caring environment in which respect and trust exist.*
- Develops a rapport with students.*
- Establishes a culture in which students actively seek assistance and/or use the resources provided.*
- Engages in productive, ongoing communication.*
- Fosters feelings of student academic, mental, and physical well-being.*
- Establishes a culture for ongoing instructional improvement.*
- Implements clearly defined procedures for teachers/students to access (instructional) support.*
- Schedules and manages time effectively.*
- Organizes physical space for smooth flow.*
- Defines and adheres to standards of conduct which align with the code of conduct expected of students throughout the school.*
- Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.*

Manasquan Educational Services Personnel Rubric

Domain 5: Professionalism and Growth

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
<p>The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.</p> <p><i>* Attributes</i></p>	<p>In addition to meeting the standard, the educational or program specialist takes a leadership role during professional growth opportunities and is proactive in the collaboration with colleagues, administration, parents and community members to ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional standards.</p>	<p>The educational or program specialist is committed to engaging in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are consistent with all legal, ethical and professional practices and standards.</p>	<p>The educational or program specialist inconsistently engages in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist demonstrates limited understanding of legal, ethical and professional practices and standards.</p>	<p>The educational or program specialist does not engage in professional growth opportunities to better serve the learning community, ensure high-quality programs, and contribute to the profession. The specialist's practices are not consistent with all legal, ethical and professional practices and standards.</p>

Attributes

Reflects on personal practice and program initiatives.

Sets goals for improvement of knowledge and skills.

Identifies and applies new ideas that improve the school and enhance the academic, care and personal social development of all students.

Supports, promotes and communicates the mission, vision and goals of the district, school, and program.

Attends district and school professional development offerings.

Seeks opportunities for additional professional growth.

Incorporates learning from professional growth opportunities into practice.

Contributes as a member of the school's professional learning community through collaboration with colleagues within the same and other disciplines.

Engages in activities outside the office/center that contribute to the betterment of the school community.

Responds in a timely manner to professional requests and responsibilities.

Maintains accurate records and documents the progress of each student throughout the school year.

Adheres to federal and state laws, school policies and ethical guidelines.

Multidimensional Principal Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders representing all roles and perspectives in the school in the development, monitoring and refinement of a shared vision and mission for learning; school vision and mission intentionally align with the vision and mission of the district and contribute to the improvement of learning district wide; uses the school's vision and mission as a compass to inform reflective practice, goal-setting, and decision making.	Collaborates with key stakeholders in the school to develop and implement a shared vision and mission for learning; school vision and mission aligns with the vision and mission of the district; explicitly links the school's vision and mission to programs and policies.	Identifies the school's vision and mission, and makes them public; school vision and mission are created in isolation of the district's vision and mission and aligned as an afterthought; refers to the school vision and mission as a document unconnected to programs, policies or practices.	Claims to have a vision and mission for the school, but keeps it private, school vision and mission are unrelated to the district vision and mission, disregards the need to use the school's vision and mission to guide goals, plans and actions.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Uses and regularly evaluates strategic processes and structures to promote the school's continuous and sustainable improvement.	Has a process and structure in place for organizational improvement and uses it to assess the school.	Provides selected staff with opportunities to discuss school improvement efforts.	Assumes that the school's improvement is either an event or the responsibility of a single individual.

Multidimensional Principal Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice; nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice; engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and require them to construct meaning of concepts or processes in deductive or inductive ways.	Supports various teaming opportunities, common planning and inquiry time, and visitations within the organization to increase learning and improve practice; develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects); creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures.	Considers proposals for collaborative structures and projects; encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design; creates a learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures.	Acknowledges the need for communication and collaboration; provides selected individuals with basic information about various collaborative teaching, learning and work related concepts or practices to several individuals; creates a learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages students and teachers in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question; supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning; involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them.	Creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks; supervises instruction and makes explicit the expectation that teachers remain current in research-based, best practices and incorporate them into their own work; maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time.	Establishes a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning; provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"; allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).	Promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts; maintains a hands off approach to instruction; initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.).
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Develops and taps the instructional and leadership capacity of all stakeholders in the school organization to assume a variety of formal and informal leadership roles in the school; engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school organization.	Develops the instructional and leadership capacity of staff; promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available.	Invests in activities that promote the development of a select group of leaders, provides the necessary hardware and software, and establishes the expectation that teachers will integrate technology into student learning experiences.	Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students; is unaware of effective and appropriate technologies available.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and provides a way to contextualize student achievement, both inside history and projected into the future.	Develops assessment and accountability systems to monitor student progress, uncover patterns and trends, and provide a way to contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.	Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other.	Uses "accountability" to justify a system that links student achievement with accolades and blame.
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement.	Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program.	Evaluates the impact of the instructional program based on results of standardized assessments.	Judges the merit of the instructional program based on what is used by others.

Multidimensional Principal Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	Considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs; embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-creates a process by which today's leaders identify, support and promote the leaders of tomorrow.	Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources; develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles.	Obtains human, fiscal and technological resources and allocates them without an apparent plan; shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability.	Obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need; considers self as the sole leader of the organization while allocating limited responsibilities for unwanted tasks to others.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls.	Promotes and protects the welfare and safety of students and staff.	Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures.	Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement.	Monitors, evaluates and revises management and operational systems.	Monitors and evaluates the management and operational systems.	Avoids engaging with management or operations systems.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	Engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning.	Ensures teacher and organizational time is focused to support quality instruction and student learning.	Schedules time outside of the typical school day for teachers to support instruction and learning.	Allocates time as required to comply with regulations and mandates.

Multidimensional Principal Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	Engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement.	Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements.	Collects and analyzes data and information pertinent to the educational environment.	Makes decisions about whether or not to change the educational environment based on own impressions and beliefs.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning.	Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse activities.	Provides isolated opportunities for including the community in a school activity or for engaging students in community outreach or service projects.	Considers the community as separate from the school.
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts.	Builds and sustains positive relationships with families and caregivers.	Takes actions intended to increase family and caregiver support for the school.	Identifies lack of family and caregiver involvement as a key explanation for lack of achievement.

Multidimensional Principal Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success; engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good; promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's learning and work and align with its ethical and moral beliefs.	Ensures a system of accountability for every student's academic and social success; considers and evaluates the potential moral and legal consequences of decision-making; assumes responsibility for thoughtfully considering and upholding mandates so that the school can successfully tread the line between compliance and moral and ethical responsibility.	Focuses on accountability for academic and social success of students whose test results threaten the school's standing; makes decisions and takes actions without considering consequences, dealing with them if and when they occur; assumes responsibility for decisions and actions related to mandates.	Associates "accountability" with threats and blame for students' academic and social difficulties; makes decisions based on self-interest and is caught off guard by consequences of decisions and responds by denying, becoming defensive or ignoring them; blames mandates for decisions or actions that challenge the integrity or ethics of the school or its various stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school, and determining how to replicate them; provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity; creates processes that embed social justice into the fabric of the school, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions.	Models principles of self-awareness, reflective practice, transparency, and ethical behavior; safeguards the values of democracy, equity, and diversity; promotes social justice and ensures that individual student needs inform all aspects of schooling.	Proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others; holds others accountable for upholding the values of democracy, equity and diversity; asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action.	Mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others; pays lip service to values related to democracy, equity and diversity; implements strategies that group and label students with specific needs, isolating them from the mainstream.

Multidimensional Principal Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	Engages the entire school community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning; draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school, its growth, learning and improvements.	Acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district; assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Reacts to district, state and national decisions affecting student learning; continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field.	Appears unaware of decisions affecting student learning made outside of own school or district; waits to be told how to respond to emerging trends or initiatives.
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	Guided by the school vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another.	Advocates for children, families, and caregivers.	Advocates for selected causes.	Advocates for self and own interests.

Multidimensional Leadership Performance Rubric

Domain 1 - Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. engages stakeholders representing varied roles and perspectives in developing, monitoring and refining a shared vision and mission for learning</p> <p>b. leader's vision and mission intentionally align with those of the school and/or district, and contribute to improved learning within the entire system</p> <p>c. uses the school/district vision and mission, along with own, as the compass to inform reflective practice, goal-setting, and decision-making</p>	<p>a. collaborates with key stakeholders in the school and/or district to develop and implement a shared vision and mission for learning</p> <p>b. leader's vision and mission align with the vision and mission of the school and/or district</p> <p>c. explicitly links the school/district vision and mission to own vision and mission, as well as to programs and policies he/she is responsible for</p>	<p>a. identifies own vision and mission, and makes them public</p> <p>b. leader's vision and mission are created in isolation of the school and/or district vision and mission and aligned as an afterthought</p> <p>c. refers to the school and/or district vision and mission as a document unconnected to own vision, or to the programs, policies or practices he/she is responsible for</p>	<p>a. claims to have a vision and mission, but keeps them private</p> <p>b. leader's vision and mission are unrelated to the school and/or district vision and mission</p> <p>c. disregards the need to use a vision and mission to guide goals, plans and actions</p>
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. uses and regularly evaluates strategic processes and structures to promote continuous and sustainable improvement, within and beyond their area of responsibility</p>	<p>a. implements processes and structures that support organizational improvement related to own area of responsibility</p>	<p>a. supports opportunities for selected staff to discuss school improvement efforts as they pertain to own area of responsibility</p>	<p>a. assumes that the school's/district's improvement is either an event or someone else's responsibility to lead</p>

Multidimensional Leadership Performance Rubric

Domain 2 - School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. uses different ways of accessing staff expertise and work within own area of responsibility (e.g. lab sites, peer coaching, mentoring, collegial inquiry, etc.) as a model for developing collaborative approaches across the school or district across the school or district across the school or district across the school or district</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by supporting structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>c. works with stakeholders (e.g., students, staff, parents) to develop, implement and sustain a learning environment that actively involves students in relevant, meaningful learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning in deductive or inductive ways</p>	<p>a. supports various teaming opportunities, common planning and inquiry time, and visitations within own area of responsibility, to increase learning and improve practice</p> <p>b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>c. creates a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures, or ensures that those who create curriculum meet this expectation</p>	<p>a. considers proposals for collaborative structures and projects</p> <p>b. encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>c. accepts learning environments in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p>	<p>a. acknowledges the need for communication and collaboration</p> <p>b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices</p> <p>c. supports learning environments that rely on teacher-controlled classroom activities, rote learning, student compliance and learning opportunities that are disconnected from students' experiences, needs or cultures</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	<p>a. engages those they supervise, and students, in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question</p> <p>b. supervises instruction on an ongoing basis, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>c. involves diverse stakeholders in uncovering issues that challenge time spent on quality instruction and in innovative approaches to dealing with them</p>	<p>a. creates a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks or ensures that those they supervise meet this expectation</p> <p>b. supervises instruction and makes explicit the expectation that those they supervise remain current in research-based, best practices and incorporate them into their own work</p> <p>c. maximizes time spent on quality instruction by protecting it from interruptions and inefficient scheduling, minimizing disruption to instructional time</p>	<p>a. supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process and includes few, if any, opportunities for them to construct meaning</p> <p>b. provides mixed messages related to expectations for instructional methodology and own understanding of "best practices"</p> <p>c. allows actions that disrupt instructional time and distract from learning (e.g. meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>	<p>a. promotes a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts</p> <p>b. maintains a hands off approach to instruction</p> <p>c. initiates actions that interrupt instructional time and distract from learning (e.g., meetings, announcements, unplanned assemblies, phone calls to teachers in classrooms, etc.)</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	<p>a. develops and taps the instructional and leadership capacity of all stakeholders in the school and/or district to assume a variety of formal and informal leadership roles</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the school and/or district</p>	<p>a. develops the instructional and leadership capacity of staff that he/she supervises</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p>	<p>a. invests in activities that promote the development of a select group of leaders</p> <p>b. provides the necessary hardware and software, and establishes the expectation that technology is integrated into student learning experiences</p>	<p>a. assumes titled leaders are able to handle administrative responsibilities and expects teachers to be able to instruct students</p> <p>b. is unaware of effective and appropriate technologies available</p>
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to monitor student progress, teacher learning, uncover patterns and trends, and contextualize student achievement, both inside history and projected into the future.	a. develops and/or implements assessment and accountability systems to monitor student progress, uncover patterns and trends, so that current student strengths and needs can be contextualized inside a history that connects changes in teaching and learning to student achievement.	a. assessment and accountability systems, though in place, are misaligned in design or application, so that it is difficult to see how data from one explicitly relates to or informs the other	a. uses "accountability" to justify a system that links student achievement with accolades and blame
Strategic Planning Process: Monitoring/Inquiry - The implementation and stewardship of goals, decisions and actions.	a. provides the time and expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement	a. gathers input from staff and surveys from students, as well as formal assessment data, as part of process to monitor and evaluate the impact of the instructional program	a. evaluates the impact of the instructional program based on results of standardized assessments	a. judges the merit of the instructional program based on what is used by others

Multidimensional Leadership Performance Rubric

Domain 3 - Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Capacity Building - Developing potential and tapping existing internal expertise to promote learning and improve practice.	<p>a. considers vision and solicits input from various stakeholders in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>b. embeds distributed leadership into all levels of the organization by enabling administrative, teacher, student and parent leaders to assume leadership roles and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p>	<p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for to assuming leadership responsibilities and roles</p>	<p>a. obtains human, fiscal and technological resources and allocates them without an apparent plan</p> <p>b. shares "leadership" by providing others with limited responsibilities for tasks and functions but no decision making ability</p>	<p>a. obtains and uses human, fiscal and technological resources based on available funds or last year's budget instead of need</p> <p>b. considers self as the sole leader while allocating unwanted tasks to others</p>
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff	a. promotes and protects the welfare and safety of students and staff	a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures	a. speaks to the importance of safety, but is inconsistent in creating and implementing specific plans to ensure it
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement	a. monitors, evaluates and revises management and operational systems	a. monitors and evaluates the management and operational systems	a. avoids engaging with management or operations systems

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Instructional Program - Design and delivery of high quality curriculum that produces clear evidence of learning.	a. engages groups of students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning	a. ensures teacher and organizational time is focused to support quality instruction and student learning	a. relies on the use of time outside the typical school day for teachers to support instruction and learning	a. allocates time as required to comply with regulations and mandates

Multidimensional Leadership Performance Rubric

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Strategic Planning Process: Inquiry - Gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success.	a. engages in ongoing collection and analysis of data on the educational environment and information from diverse stakeholders to ensure continuous improvement	a. collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements	a. collects and analyzes data and information pertinent to the educational environment	a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. engages students, educators, parents, and community partners in employing a range of mechanisms and technology to identify and tap the community's diverse cultural, social and intellectual resources, promote their widespread appreciation, and connect them to desired improvements in teaching and learning	a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through scheduling or supporting diverse activities	a. provides isolated opportunities for including the community in school or district activities or for engaging students in community outreach or service projects	a. considers the community as separate from the school and/or district
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	a. builds sustainable, positive relationships with families and caregivers and enables them to take on significant roles in ongoing improvement efforts	a. builds and sustains positive relationships with families and caregivers	a. takes actions intended to increase family and caregiver support for the school and/or district	a. identifies lack of family and caregiver involvement as a key explanation for lack of achievement

Multidimensional Leadership Performance Rubric

Domain 5 - Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. enables an approach to "accountability" that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student's academic and social success</p> <p>b. engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions that support the greater good</p> <p>c. promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the school's/district's learning and work and align with its ethical and moral beliefs</p>	<p>a. ensures a system of accountability for every student's academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>c. assumes responsibility for thoughtfully considering and upholding mandates so that the school and/or district can successfully tread the line between compliance and moral and ethical responsibility</p>	<p>a. focuses on accountability for academic and social success of students whose test results threaten the school's and/or district's standing</p> <p>b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>c. assumes responsibility for decisions and actions related to mandates</p>	<p>a. associates "accountability" with threats and blame for students' academic and social difficulties</p> <p>b. makes decisions based on self-interest, and is caught off guard by consequences of decisions responding by denying, becoming defensive or ignoring them</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the school and/or district, or its various stakeholders</p>

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	<p>a. engages stakeholders in identifying and describing exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior from within and outside the school and/or district, and determining how to replicate them</p> <p>b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity</p> <p>c. creates processes that embed social justice into the fabric of the school and/or district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions</p>	<p>a. models principles of self-awareness, reflective practice, transparency, and ethical behavior</p> <p>b. safeguards the values of democracy, equity, and diversity</p> <p>c. promotes social justice and ensures that individual student needs inform all aspects of schooling</p>	<p>a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others</p> <p>b. holds others accountable for upholding the values of democracy, equity and diversity</p> <p>c. asserts that individual student needs should inform all aspects of schooling, but has difficulty putting these beliefs into action</p>	<p>a. mourns the lack of self-awareness, reflective practice transparency and ethical behavior in others</p> <p>b. pays lip service to values related to democracy, equity and diversity</p> <p>c. implements strategies that group and label students with specific needs, isolating them from the mainstream</p>

Multidimensional Leadership Performance Rubric

Domain 6 - Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Sustainability - A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future.	<p>a. engages the entire school or district community and all of its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning</p> <p>b. draws upon the perspectives, expertise and leadership of various stakeholders in responding proactively to emerging challenges to the shared vision, ensuring the resilience of the school and/or district, its growth, learning and improvements</p>	<p>a. acts to influence local, district, state, and national decisions affecting student learning, within and beyond their own school and district</p> <p>b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p>	<p>a. reacts to district, state and national decisions affecting student learning</p> <p>b. continues to rely on the same leadership strategies, in the face of emerging trends and initiatives, or copies others who they view as leaders in the field</p>	<p>a. appears unaware of decisions affecting student learning made outside of own school or district</p> <p>b. waits to be told how to respond to emerging trends or initiatives</p>
Culture - Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders.	a. guided by the school and/or district vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another	a. advocates for children, families, and caregivers	a. advocates for selected causes	a. advocates for self and own interests

Manasquan Non-Certificated Personnel Evaluation

Non-Certificated Personnel Evaluation

	Highly Effective(5)	Effective(4)	Partially Effective(3)	Ineffective(2)	Unsatisfactory(1)	Not Applicable
Quality of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Quantity of Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Reliability/Dependability	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Job Interest and Attitude Toward Work	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Relations with Others	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Grasp of Instructions and Assignments	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Adaptability (ability to adjust)	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Safety Mindedness	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable
Leadership	5 - Highly Effective	4 - Effective	3 - Partially Effective	2 - Ineffective	1 - Unsatisfactory	Not Applicable