

SCHOOL ADMINISTRATOR RESIDENCY PROGRAM
SUMMATIVE EVALUATION FORM

CANDIDATE'S WORK ALIGNED TO THE PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS
(To Be Completed by the Mentor and Submitted with the Recommendation for Standard Certification)

Candidate: _____ TCIS Tracking # _____

School District: _____ County: _____

Mentor: _____

Administrator Residency Program: _____

Date of Submission: _____

INSTRUCTIONS:

1. The candidate will be learning about the work of the school administrator and how it aligns to the Professional Standards for Educational Leaders (PSEL) throughout the residency. Use the chart below to track the candidate's work and its standards alignment. Support the candidate in identifying three to four (3-4) of the PSEL to focus on during each evaluation period, so that s/he has addressed all 10 for purposes of the summative evaluation.
2. For each PSEL, provide a description of work the candidate has engaged in during the residency period in support of that standard. Each description should include enough detail to make the relationship to the standard clear.
3. For at least five (5) of the PSEL, include an artifact that provides evidence of the candidate's work on those standards for purposes of the summative evaluation.
 - An artifact should be annotated and clearly labeled with the leadership standard it supports.
 - Artifacts can include items-in-full or excerpts from such things as reports, memos, handbooks, policy documents, communications, planning documents, meeting agendas, activity logs, journal reflections, presentation slides, budgets, feedback, charts, etc...
 - If a single artifact is used to demonstrate work on more than one standard, please make the distinctions clear in the annotations.
 - Please redact information of a confidential nature.
4. An additional optional row in the chart has been provided to enter a domain of the candidate's work that you want to highlight but that is not included in the PSEL, such as working with the local board or work related to labor relations. If used, please include a description and artifact for this additional domain of work.
5. To complete the summative evaluation, please provide any additional comments on the candidate's performance during the residency that you would like to include.

For a more complete description of each standard and its accompanying performance elements, please refer to the full standards text at <http://www.npbea.org/wp/wp-content/uploads/2014/11/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL-2.pdf>

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Professional Standards for Educational Leaders	Completed (Y/N)	Artifact (Y/N)
<p>1. Mission, Vision, and Core Values: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Description of work:</p>		
<p>2. Ethics and Professional Norms: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being. Description of work:</p>		
<p>3. Equity and Cultural Responsiveness: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Description of work:</p>		
<p>4. Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Description of work:</p>		

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Professional Standards for Educational Leaders	Completed (Y/N)	Artifact (Y/N)
<p>5. Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Description of work:</p>		
<p>6. Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. Description of work:</p>		
<p>7. Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. Description of work:</p>		
<p>8. Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful,</p>		

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Professional Standards for Educational Leaders	Completed (Y/N)	Artifact (Y/N)
<p>reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being. Description of work:</p>		
<p>9. Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being. Description of work:</p>		
<p>10. School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being. Description of work:</p>		
<p>11. Additional domain of work not included in the PSEL (e.g., labor relations; work with local board). Description of work:</p>		
EVALUATION SUMMARY	Yes	No
Standards alignment is complete.		
At least five artifacts have been included.		

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Mentor's Summative Evaluation Comments:

Mentor's Signature: _____ **Date** _____

Candidate's Comments:

Candidate's Signature: _____ **Date** _____

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**RECOMMENDATION FOR THE STANDARD ADMINISTRATOR CERTIFICATE
WITH THE SCHOOL ADMINISTRATOR ENDORSEMENT
(To Be Completed by the Candidate's Mentor)**

Candidate: _____

School District: _____

County: _____

Mentor: _____

Administrator Residency Program: _____

Residency Fees Have Been Paid in Full: MENTOR _____ PROGRAM _____

To inform the decision for the standard certificate, please enter the information for this candidate as indicated in the tables below.

State Requirements for Standard Certification	Yes	No
The candidate has completed all the required experiences and training of the school administrator residency program, as set forth in <i>N.J.A.C. 6A:9B-12.4(e)</i> .		
The candidate has fulfilled the expectations of his/her individualized mentoring plan, as set forth in <i>N.J.A.C. 6A:9B-12.4(e)2v</i> .		
The candidate has been formally evaluated by his/her mentor on at least three occasions for purposes of certification, as set forth in <i>N.J.A.C. 6A:9B-12.4(g)</i> .		
The candidate's progress towards standard certification has been reviewed by an advisory panel of practicing educators, as set forth in <i>N.J.A.C. 6A:9B-12:4(h)</i> .		

Residency Program Provider Requirements	Yes	No
The candidate has satisfied the administrator residency program provider's specialized requirements, including payment of fees.		

Recommendation for Standard Administrator Certificate with the School Administrator Endorsement	Check One
APPROVED: A standard certificate should be issued to this candidate.	
INSUFFICIENT: A standard certificate should not be issued, but the candidate should be allowed to continue the residency or seek admission to another residency for one additional year.	
DISAPPROVED: A standard certificate should not be issued, and the candidate should be prevented from continuing or re-entering a residency program.	

Comments in support of this recommendation:

I understand that I am acting as an agent of the Board of Examiners in submitting this certification recommendation. Signed,

MENTOR: _____ DATE: _____