

**PRINCIPAL EVALUATION**

The Board believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of the District, including student achievement of the Common Core State Standards for Mathematics and Language Arts and Literacy and the Core Curriculum Content Standards. The Board will implement an effective system for the evaluation of Building Principals and Assistant Principals in the District. The purpose of this evaluation is to promote professional excellence and improve the skills of District Building Principals and Assistant Principals, improve pupil learning and growth, and provide a basis for the review of performance of District Building Principals and Assistant Principals.

The Board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of professional educators in the State and to increase student achievement. The District evaluation system shall facilitate:

- A. Continual improvement of leadership and instruction;
- B. Meaningful differentiation of performance using four performance levels;
- C. Use of multiple valid measures in determining performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of District Building Principals and Assistant Principals on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

**Training**

District Building Principals and Assistant Principals will be provided:

- A. Training on the Teacher and Principal Practice Instruments. Training shall be provided for any Supervisor who will conduct observations for the purpose of evaluation of District Teachers, Building Principals and Assistant Principals. Training will be provided before the observer conducts his or her first observation for the purpose of evaluation;
- B. Annual updates and refresher training on the Teacher and Principal Practice Instruments. Training will be provided for any Supervisor who will observe Teaching and/or Principal practice for the purpose of increasing accuracy and consistency among observers.

**Building Principal or Assistant Principal Evaluation**

District Building Principals and Assistant Principals will be evaluated according to an evaluation rubric. The evaluation rubric will be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the Principal evaluation rubric shall apply to Teaching Staff Members holding the position of Building Principal or Assistant Principal, and holding a valid and effective standard, provisional, or emergency administrative certificate.

The Principal evaluation rubric shall meet the standards provided in applicable law and regulation, including, but not limited to, the following criteria:

- A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:
  - 1. The median school wide student growth percentile measure; and/or
  - 2. The measure of the average student growth objective for all teachers; and
  - 3. The measure of the Administrator goals, which shall be developed in consultation with their Supervisor and are specific and measurable to his/her job description. Administrator goals and the criteria for assessing performance based on those objectives will be determined and recorded in the Building Principal's or Assistant Principal's personnel file by October 15 of the school year.
- B. Measures of principal practice including the following components:
  - 1. A measure determined through a Commissioner-approved Principal Practice Instrument; and
  - 2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating will be based on the measurement of the Building Principal's or Assistant Principal's performance according to the District's Commissioner-approved Principal Practice Instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice will be determined by a score on a leadership rubric, which will assess the Building Principal's or Assistant Principal's ability to improve student achievement and Teaching Staff Member effectiveness through identified leader behaviors. The rubric will be posted on the Department of Education's website and annually maintained.

**Principal and Assistant Principal Observations**

The Superintendent or his/her designee will conduct observations for the evaluation of Building Principals. The Superintendent or his/her designee will be trained according to applicable law and regulation on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

The Building Principals or the Superintendent or his/her designee will conduct observations for the evaluation of Assistant Principals in the District.

For the purpose of collecting data for the evaluation of a Building Principal or Assistant Principal an observation may include, but is not limited to:

- A walk-through of the school building;
- Staff meeting observation;
- Parent conference observation; and/or
- Case study analysis of a significant student issue.

Each Building Principal or Assistant Principal will be observed at least two (2) times during each school year. Each Non-Tenured Building Principal or Assistant Principal will be observed at least three (3) times during each school year as required applicable law and regulation.

A post-observation conference shall follow each observation. The post-observation conference shall consist of a meeting, either in-person or remotely, between the evaluator and the Building Principal or Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

Post-observation conferences shall include the following procedures:

- A. The Supervisor who is present at the observation shall conduct a post-observation conference with the Building Principal or Assistant Principal being observed. A post-observation conference will occur no more than fifteen (15) working days for that Building Principal or Assistant Principal following each observation;
- B. The post-observation conference shall be for the purpose of reviewing the data collected, connecting the data to the Principal Practice Instrument and the Building Principal's or Assistant Principal's Individual Professional Development Plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;
- C. With the consent of the observed Building Principal or Assistant Principal, post-observation conferences for individuals who are not on a Corrective Action Plan may be conducted via written communication, including electronic communication;
- D. One post-observation conference may be combined with the Building Principal's or Assistant Principal's annual summary conference as long as it occurs within the required fifteen (15) working day period for that Building Principal or Assistant Principal following the observation.
- E. A written evaluation report shall be signed by the Supervisor who conducted the observation and post-observation and the Building Principal or Assistant Principal who was observed;
- F. The Building Principal or Assistant Principal must submit any written objection(s) to the evaluation within ten (10) working days for the Building Principal or Assistant Principal following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Building Principal or Assistant Principal.

An additional observation and post-observation conference shall be required as part of the Corrective Action Plan for any Building Principal or Assistant Principal who has been rated “Ineffective” or “Partially Effective” on the annual summative evaluation, as measured by the evaluation rubrics.

### **Professional Development Plans**

The Superintendent or his/her designee will oversee and review for each Building Principal, Assistant Principal and Supervisor, professional development that links to individual, school, and District professional development goals and the District's professional development plan.

The Building Principals, Assistant Principals and Supervisors will fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

- A. Aligns with the Professional Standards for School Leaders (as set forth in N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (as set forth in N.J.A.C. 6A:9-15.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the Superintendent, Building Principals, Assistant Principals or Supervisors;
- C. Identifies professional goals that address specific individual, school, or District goals; and
- D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or District professional development plan.

If a Building Principal or Assistant Principal has a Corrective Action Plan, the Corrective Action Plan shall replace content of the Individual Professional Development plan until the next annual summary conference.

### **Corrective Action Plans**

A Corrective Action Plan shall be developed for each Building Principal or Assistant Principal rated “Ineffective” or “Partially Effective” on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the Building Principal or Assistant Principal evaluated and the Superintendent or the Building Principal's or Assistant Principal's Supervisor.

The Superintendent or his/her designee shall conduct a mid-year evaluation of any Building Principal or Assistant Principal who is evaluated as “Ineffective” or “Partially Effective” in his/her most recent annual summative evaluation. The Superintendent or his/her designee, and the Building Principal, as appropriate, shall conduct a mid-year evaluation of any Building Principal or Assistant Principal who is evaluated as “Ineffective” or “Partially Effective” in his/her most recent annual summative evaluation.

If the Corrective Action Plan was created before the start of the year, the mid-year evaluation shall occur before February 15. On other hand, if the Corrective Action Plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. Any mid-year evaluation must include, at a minimum:

- A. One observation in addition to the observations required for the regular evaluation process;
- B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the Building Principal's or Assistant Principal's goals outlined in the Corrective Action Plan shall be reviewed.

The content of the Corrective Action Plan shall replace the content of the Individual Professional Development plan until the next annual summary conference.

### **Records**

All information contained in Written Performance Reports and all information collected, compiled, and/or maintained by employees of the District for the purposes of conducting the educator evaluation process shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

Nothing contained in this Policy shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to applicable law and regulation or distributing aggregate statistics regarding evaluation data.

Date: July 28, 2014

### **Legal References:**

N.J.S.A. 18A:4 15	General rule making power
N.J.S.A. 18A:4-16	Incidental powers conferred
N.J.S.A. 18A:6-10 <i>et seq.</i>	Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:6-117 <i>et seq.</i>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ)
N.J.S.A. 18A:6-119	Definitions relative to the TEACHNJ Act
N.J.S.A. 18A:6-120	School improvement panel
N.J.S.A. 18A:6-121	Evaluation of principal, assistant principal, vice-principal
N.J.S.A. 18A:6-122	Annual submission of evaluation rubrics
N.J.S.A. 18A:6-123	Review, approval of evaluation rubrics
N.J.S.A. 18A:27-3.1 through 3.3	Non-tenured teaching staff; observation and

N.J.S.A. 18A:27-10 <i>et seq.</i>	evaluation; conference; purpose Non-tenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
N.J.S.A. 18A:28 5	Tenure of teaching staff members
N.J.S.A. 18A:29 14	Withholding increments; causes; notice of appeals
N.J.A.C. 6:30-2.1(a)8	Purpose and program descriptions
N.J.A.C. 6A:9-15.1 <i>et seq.</i>	Required Professional Development for Teachers
N.J.A.C. 6A:9-15.7	Implementation of professional development requirement for school leaders
N.J.A.C. 6A:9-15.8	Requirements for school leader professional development in ethics, law and governance
N.J.A.C. 6A:10-1.1 <i>et seq.</i>	Educator effectiveness
N.J.A.C. 6A:10-1.2	Definitions
N.J.A.C. 6A:10-1.4	Educator evaluation data, information and written reports
N.J.A.C. 6A:10-2.2	Duties of the district board of education
N.J.A.C. 6A:10-2.3	District evaluation advisory committee
N.J.A.C. 6A:10-2.4	Evaluation procedures for all teaching staff members
N.J.A.C. 6A:10-3.1	School improvement panel
N.J.A.C. 6A:10-5.1 through -5.3	Components of principal evaluation rubrics
N.J.A.C. 6A:10-5.4	Principal, assistant principal and vice-principals observations
N.J.A.C. 6A:32-4.1(e) (f)	Employment of teaching staff
N.J.A.C. 6A:32-5.1 <i>et seq</i> S	tandards for determining seniority

**Possible****Cross References:**

2131	Chief school administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
4112.6	Personnel records
4115	Supervision
4116	Evaluation of teaching staff members
4117.41	Nonrenewal
4131/4131.1	Staff development; inservice education/visitations/ conferences
4212.6	Personnel records
4215	Supervision
4216	Evaluation
4231/4231.1	Staff development; inservice education/visitations/ conferences
6143.1	Lesson plans