
SUPERINTENDENT

The Board of Education, in compliance with state law, will evaluate the Superintendent at least annually. Every newly appointed or elected Board member shall complete the New Jersey School Boards Association's training program on evaluation of superintendents within six months of commencement of his/her term of office. The purpose of the evaluation shall be:

- A. To promote professional excellence and improve the skills of the Superintendent;
- B. To improve the quality of the education received by the pupils served by the public schools of the District;
- C. To provide a basis for the review of the job performance of the Superintendent.

Role and Responsibility of the Board for Evaluation

The role and responsibility of the Board in this evaluation shall be:

- A. To review, revise and adopt procedures suggested by the Superintendent for implementation of this policy;
- B. To determine whether the services of a qualified consultant will contribute substantially to the evaluation process, and to engage such a consultant if the Board deems it desirable;
- C. To adopt an individual plan for professional growth and development of the Superintendent based in part upon any needs identified in the evaluation. This plan shall reflect contributions by both the Board and the Superintendent. The duration of the plan will be three to five years, depending on the Superintendent's contract with the District;
- D. To hold an annual summary conference between a majority of the full membership of the Board and the Superintendent. This conference shall include a review of the Superintendent's performance in terms of his/her job description;
- E. To adopt, by April 30, subsequent to the annual summary conference, an annual written performance report, approved by a majority of the full membership of the Board. This report shall include:
 - 1. Performance areas of strength;

2. Performance areas needing improvement based upon the job description and evaluation criteria set forth below;
3. Recommendations for professional growth and development;
4. A summary of available indicators of pupil progress and growth and a statement of how these available indicators relate to the effectiveness of the overall program and the performance of the Superintendent;
5. Provision for performance data which have not been included in the report prepared by the Board of Education to be entered into the record by the Superintendent within 10 working days after the completion of the report.

Role and Responsibility of Superintendent for Evaluation

The role and responsibility of the Superintendent shall be to provide information and propose procedures for:

- A. Development of a job description and evaluation criteria, based upon the District's local goals, program objectives, policies, instructional priorities, state goals, statutory requirements, and the functions, duties and responsibilities of the Superintendent. The evaluation criteria shall include but not be limited to available indicators of pupil progress;
- B. Specification of methods of data collection and reporting appropriate to the job description;
- C. Design of evaluation instruments suited to reviewing the Superintendent's performance based upon the job description;
- D. Establishing an evaluation calendar to include a date for the annual conference and including appropriate information to allow proper consideration of all the items to be included in the subsequent written performance report;
- E. After the Board's adoption of the annual written performance report, to provide all other appropriate information relative to evaluation of his/her performance not contained in the report.
- F. Preparation and review of the Professional Growth Plan for the Superintendent's professional development.

The policy shall be delivered to the Superintendent upon adoption. Amendments to the policy shall be distributed within 10 working days after adoption.

Collection and Reporting of Evaluation Data

Data for the evaluation of the Superintendent will be gathered by any one or more of the following methods: direct observation, review of a document produced in the performance of the Superintendent's assigned duties; interviews with the Superintendent regarding his/her knowledge of assigned duties; paper and pencil instruments (such as competency tests, staff surveys, and the like); audio-visual monitoring of the Superintendent in the performance of his/her assigned duties; and reference to previous performance reports.

The Superintendent shall be observed in the performance of his/her assigned duties at least once annually.

Preparation Plan for Professional Growth and Development

An individual plan for professional growth and development shall be prepared annually, and before July 1 of each year in cooperation with the Superintendent and will include areas of required growth, methods of achieving that growth, a schedule for implementation, and the responsibility of the Superintendent and Board for implementing the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.

A copy of the plan for professional growth and development will be placed in the annual performance report. The degree to which the Superintendent achieved the requirements of the previous plan will be a measure of his/her annual performance evaluation.

It will be the duty of the Superintendent to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including certification of tenure charges.

Conduct of Annual Performance Conference

An annual summary conference shall be conducted between the Board, with a majority of the total membership of the Board, and the Superintendent before the annual performance report is filed. The conference will be held in private, unless the Superintendent requests that it be held in public.

The conference shall include but need not be limited to a review of the performance of the Superintendent based upon the job description; a review of the Superintendent's progress in achieving and implementing the district's goals, program objectives, policies, instructional priorities, and statutory requirements; and a review of available indicators of pupil progress and growth toward the program objectives.

The purpose of the annual performance conference will be to provide for a total review of the year's work, to identify strategies for improvement where necessary, and to recognize achievement and good practice. Adequate time will be allotted for the conference in

order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.

Preparation of Annual Performance Report

An annual written performance report shall be prepared, no later than April 30, by a majority of the full membership of the Board. The report will include, but need not be limited to, performance areas of strength; performance areas needing improvement based on the job description and evaluation criteria; the plan for professional growth and development prepared by the Superintendent and the Board; a summary of available indicators of pupil progress and growth and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the Superintendent; and provision for performance data that have not been included in the report prepared by the Board to be entered into the record by the Superintendent within ten working days after the completion of the report.

The annual performance report will be signed by the Board President at the time of the conference and by the Superintendent within five working days of the conference. It will be filed in the Superintendent's personnel file, and a copy will be provided to the Superintendent.

Date: February 25, 1997

Reviewed/Revised: February 23, 2009

<u>Legal References:</u>	N.J.S.A. 18A:4-15	General rule making power
	N.J.S.A. 18A:6-10 through -17	Dismissal and reduction in compensation of persons under tenure in public school system
	N.J.S.A. 18A:12-21 et seq.	School Ethics Act
	N.J.S.A. 18A:17-15 through -21	Appointment of superintendents; terms;
	N.J.S.A. 18A:17-20	Tenured and non-tenured superintendents; general powers and duties
	N.J.S.A. 18A:17-24	Clerks in superintendent's office
	N.J.S.A. 18A:17-24.1	Shared Administrators, Superintendents
	N.J.S.A. 18A:27-4.1	Appointment, transfer, removal or renewal of officers and employees; exceptions
	N.J.S.A. 18A:28-3 through -6.1	No tenure for noncitizens
	N.J.S.A. 18A:29-14	Withholding increments; causes; notice of appeals

N.J.S.A. 40:8A-1 et seq.	Interlocal Services Act
N.J.A.C. 6A:9-12	Requirements for Administrative Certification
N.J.A.C. 6A:28-1.1 et seq.	School Ethics Commission
N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-4.1 et seq.	Employment and Supervision of Teaching Staff
See particularly:	
N.J.A.C. 6A:32-4.3	Evaluation of tenured and nontenured chief school administrator
N.J.A.C. 6A:32-4.4	Evaluation of tenured teaching staff members
N.J.A.C. 6A:32-4.5	Evaluation of nontenured teaching staff members
8 U.S.C. 1101 et seq.	Immigration and Nationality Act

Manual for the Evaluation of Local School Districts

Possible

Cross References:

2000/2010	Concepts and roles in administration; goals and objectives
2121	Line of responsibility
4111	Recruitment, selection and hiring
9000	Role of the Board
9400	Board self evaluation