



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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survey

District Principal Evaluation Systems District Principal Evaluation System

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Welcome to the 2010 New Jersey Survey on District Principal Evaluation Systems.

This survey is required for Federal State Fiscal Stabilization Funds (SFSF) and the results are reported to the federal government. Please note the following:

- You must collect and organize certain information before you can respond to some questions on this survey. Thus, it is important that you read the accompanying guidance document for instructions before attempting the survey.
- This survey requires that you complete the data input in one session.
- Be sure to print out a copy of your data to file locally.
 - Print each page of responses before clicking the "Next" button and moving on to the next page. The survey cannot be printed once submitted.
 - If the printed copies do not show the selected answers, please see this [help article](#).
- In responding to this survey, please include as "principals" all full- or part-time staff in your district who are under contract, serving under a NJ principal certificate, and serving as a principal or assistant principal.
- When we say principals, we mean both principals AND assistant principals.

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District Principal Evaluation Systems

DISTRICT INFORMATION

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*** Demographic Information**

	County	District
Co/Dist code	33-SALEM	4075-PENNSVILLE TOWNSHIP

*** Contact Information**

Contact Person	Dr. Mark T. Jones, Superintendent
Phone Number	856-540-6200 Extension 1118
Fax Number	856-678-7565
Email Address:	mjones@psdnet.org

*** Number of principals in district during SY 2009-2010. (NOTE: Please remember, as specified above, throughout this survey when we say principals we mean both principals AND assistant principals.)**

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PRINCIPAL EVALUATION SYSTEM COMPONENTS & PROCESS

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*** 1) How many times per year are tenured principals in your district required to receive a formal evaluation? (choose one)**

- 0 1 2 3 4 more than 4

*** 2) How many times per year are non-tenured principals in your district required to receive a formal evaluation? (choose one)**

- 0 1 2 3 4 more than 4

*** 3) Is your district's formal principal evaluation system based on any of the following conceptual frameworks? (Check all that apply)**

- New Jersey Professional Standards for School Leaders 2008 ISSLC (Interstate School Leaders Licensure Consortium) Standards McRel Balanced Leadership profile Val-Ed Evaluation Instrument (Porter, Murphy et al.) None of the above

Other (please specify)

The Pennsville School District's current principal evaluation system was implemented September 1, 1991. Prior to implementation, "job-alike" groups were formed to work collaboratively with a consultant from Rowan University to develop

*** 4) What types of evidence does your formal principal evaluation process include? (Check all that apply)**

	Yes	No
Formal observation/visits	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Principal's work portfolios	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School climate indicators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Principal self-evaluations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Peer evaluations	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- | | | |
|---|-------------------------------------|--------------------------|
| Principal work samples (e.g., communications with school community) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Documentation of completed teacher evaluations | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluator narratives | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Evaluation conferences | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Performance aligned to district goals | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Other (please describe) | | |

*** 5) Does your formal principal evaluation process include any student achievement outcomes or student growth data as an evaluation criterion?**

Yes

No

6) How does your district use the results from your principal evaluation system? (check all that apply)

- To plan professional development opportunities
- To inform a principal's Professional Growth Plan
- To inform tenure decisions
- To inform compensation decisions
- To inform recommendations for continued employment
- To inform selection of principals for specific roles or duties
- To inform principal placements
- To inform decisions on principal awards or recognitions
- Other (please describe)

*** 7) Is a principal's annual summative performance evaluation in the form of a written**

narrative? (Check all boxes that apply)

	Tenured	Non-Tenured
Yes, written narrative used	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No, written narrative not used	<input type="checkbox"/>	<input type="checkbox"/>

*** 8) Is a principal's annual summative performance evaluation given in the form of a single, overall rating score or level on a single scale (e.g., outstanding, satisfactory, unsatisfactory)?**

	Tenured	Non-Tenured
Yes, a single rating or level is given	<input type="checkbox"/>	<input type="checkbox"/>
No, a single rating or level is not given	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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District Principal Evaluation Systems PRINCIPAL EVALUATION DATA

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If you have fewer than 10 principals in your district, continue the survey at question 12. DO NOT answer questions 9-11.

ANSWER QUESTIONS 9 - 10: If you answered a YES in QUESTION 8 AND you have MORE THAN 10 principals in your district (to protect confidentiality). Remember, in this survey the term principal refers to principals and assistant principals.

DO NOT ANSWER QUESTIONS 9 - 10: If you answered only NO in QUESTION 8. This means you do not give a single, overall summative rating or level from a single scale. For example, you may give multiple ratings from multiple scales which are not combined into a single summative rating, or you may use a narrative summary only, or you may use a combination of factors. In any of those cases, skip answering 9-10 and continue the survey at question 11.

For questions 9A and 9B: Follow the directions to complete the data tables below about your summative performance ratings or levels for principals in SY 2009-10.

9A) List the names of the categories used in your rubric or rating scale (such as outstanding, satisfactory, needs improvement, etc) using line 1 for the highest/most accomplished. If your scale has fewer categories than 10 please leave the extra lines blank.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)

10)

9B) Using the rating scale listed above in question 9A and the corresponding lines below, enter the number of principals rated in each of those categories during the 2009-2010 school year.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

10) Do you publicly report the total number and percentage (including numerator and denominator) of principals in THE DISTRICT rated at each summative performance rating or level each year?

- Yes
- No

If you have answered questions 9-10, you do not have to answer question 11. Please continue the survey at question 12.

11) This question is only for districts that DID NOT answer questions 9 and 10 AND have more than 10 principals: As a result of your district's evaluation process, how many principals in SY 2009-10 met your criteria for acceptable performance?

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REPORTING OF PRINCIPAL EVALUATION DATA

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As noted in the guidance document, the federal government is now requiring states and districts to provide information to the public on their processes for evaluating teachers and principals as well as summary ratings data where these exist.

*** 12) What publicly accessible website address will be used by your district to report this information?**

Please provide the URL here:

<http://www.psdnet.org/SchoolDistrict1/parentteacher.htm>

13) Please add any other comments or clarifications you would like to provide about your district's principal evaluation system.

The Pennsville Administrators Association (PAA) is collaborating with the Superintendent to integrate the ISSLC standards into the existing evaluation instrument. Three of the seven principals/assistant principals have piloted this integration.

Attention: Your survey will be submitted when you click the DONE button below. Print this page for your records before clicking DONE.

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The Pennsville School District's current principal evaluation system was implemented September 1, 1991. Prior to implementation, "job-alike" groups were formed to work collaboratively with a consultant from Rowan University to develop job-specific evaluation forms for each group, including principals, classroom teachers and educational service personnel. The performance indicators are rooted conceptually in the "Effective Schools" research. The evaluation instrument is intended to convey the evaluator's best estimate of the level of skill and knowledge that has been demonstrated by the principal during a particular time in a particular context. It is intended to establish benchmarks of performance in order that principals might be able to reflectively consider their leadership and make conscious, deliberate, professional decisions concerning their effectiveness. Additionally, the evaluation instrument is intended to convey the level of performance on one entire set of indicators of performance and not the principal's performance on a single indicator. The evaluation instrument should serve a focusing role in the discussions between the principal and the evaluator and should form the complete historical account and analytical discussion of leadership. The principal evaluation form includes a narrative response in each of the following categories: 1) Instructional Leadership; 2) Administration; 3) School and Community Relations; and 4) Professional Responsibilities. Indicators of performance are listed under each category. The list of indicators is not to be used as a checklist, but rather a guide for analysis of leadership. Additional sections include a narrative historical summary of each category, a narrative section for commendations/recommendations and an open-ended principal response section.

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