

Principals Hope Township School's System

Introduction

As part of the federal requirements for states' receiving funding under Phase 2 of the State Fiscal Stabilization Funds Program, all school districts in New Jersey are providing information to the public on the procedures they use to evaluate teachers and principals. The information presented below will help you understand Hope Township School's policies and procedures for evaluating principals and assistant principals.

Confidentiality concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of principal evaluation outcomes in those cases where there are fewer than 10 principals in a district.

Section 1. Description of Principal Evaluation System

A. The Board of Education recognizes that the continuing evaluation of administrators is essential to the achievement of the educational goals of this district. In order to ensure the greatest benefit to the district of a program of administrator evaluation, the Board shall provide adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training to encourage improvement in job performance.

The Principal's job description states the program objectives and major responsibilities of the position and will include evaluation criteria that evolve logically from those objectives and responsibilities. The general responsibility categories to be evaluated include: Curriculum, Instruction and Assessment; Communications and Community Involvement; School Management (Programs and Students); Personnel and Professional Development; Budget and Grants; General Commendation and General Recommendations.

The evaluation system for Principals is district specific and is aligned to the board policy. It supports the district mission statement:

Hope Township School, in cooperation with our community, values the importance of a supportive, challenging education for all students delivered through an effective, contemporary curriculum that meets or exceeds the New Jersey Core Curriculum Content Standards. By fostering communication and respect in a positive educational environment, all children can realize their potential.

The Superintendent shall report to the Board on the effectiveness of the evaluation system and shall recommend such changes in the system as may be required to increase its effectiveness.

B.1. Tenured Principals

Tenured Principals shall be evaluated in order to promote their professional excellence and improve their skills, to enhance pupil learning and growth, and to provide a basis for the review of administrative performance.

A tenured Principal shall be evaluated annually by the Superintendent. The following procedures for the evaluation of tenured principals that include, as a minimum:

1. The collection and reporting of evaluation data appropriate to the job description and evaluation criteria, including observations of the Principal's performance;
2. Observation conferences between the Principal and the Superintendent;
3. The preparation of individual professional development plans;
4. The preparation by the Superintendent of an annual written performance report that includes the Principal's performance areas of strength and weakness, an individual professional development plan developed by the Superintendent and the Principal, 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 Principal.
5. The annual summary conference between the Principal and the evaluating Superintendent shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the Principal's performance based upon the job description and a review of the progress toward the objectives of the individual professional development plan developed at the previous annual conference and a review of available indicators of pupil progress and growth toward the program objectives.

The purpose of the annual performance conference is 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 should 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.

Review of Pupil Progress and Growth

A review will be conducted, at least annually, of pupil progress and growth in each class, for the purpose of determining whether or not changes in the performance of the administrator or in the program would lead to improved results by the pupils during the subsequent school year.

The review of pupil progress and growth will be made by a Superintendent who is familiar with the pupils involved and the school context against indicators previously determined by the Principal and agreed upon by the Superintendent.

A summary of the pupil progress and growth data and its implications will be placed in the Principal's annual performance report. If applicable, the pupil progress and growth report will be one measure of the Principal's annual performance evaluation.

If the review of the pupil data reveals that pupils have not made the progress expected, the Superintendent and Principal shall jointly determine what changes should be made to improve pupil performance. Any such changes are subject to approval of the Superintendent before being implemented.

Professional Growth Plan

A Professional Growth Plan will be prepared annually for each tenured Principal to correct deficiencies and to continue professional growth. The plan will derive from the applicable evaluation criteria and focus on the most important areas of professional growth for each Principal as determined from weaknesses identified in his or her evaluation.

The Professional Growth Plan will be prepared in cooperation with the administrator whenever possible and will include:

- a. Areas of required growth,
- b. Methods of achieving that growth,
- c. A schedule for implementation of those methods, and
- d. The responsibility of the Principal and the district for implementing the plan.

At the time the Professional Growth Plan is prepared, a review will also be made of the Principal's efforts to achieve the prior year's plan.

Copies of the Professional Growth Plan will be placed in the Principal's annual performance report and given to the Principal. The degree to which the Principal achieved the requirements of the previous plan will be a measure of his or her annual performance evaluation.

B.2. Non-tenured Principals

Non-tenured Principals shall be evaluated for the purpose of identifying and correcting deficiencies, improving professional competence, establishing a means for determining reemployment, and improving the quality of the educational program of this district.

The evaluation of non-tenured Principal shall be conducted by the Superintendent and shall include, as a minimum:

1. The observation of the principal in the performance of duties not less than three times in each school year and not less than once in each semester;
2. The conduct of a conference between the non-tenured Principal and Superintendent no later than ten working days after each such observation; and
3. The preparation of a written evaluation report of the non-tenured Principal's total performance, which shall be signed and retained by both parties to the conference and may be augmented by the written disclaimer of the non-tenured Principal, provided that such disclaimer is submitted no later than ten working days after the conference.

Annual Performance Conference and Report

1. An annual performance conference will be held with each non-tenured Principal by the Superintendent who prepared the annual performance report (whenever possible) before the Principal's annual performance report is filed.
2. The annual performance conference will include a review of the:

- a. Principal's performance based upon his or her job description,
- b. Principal's progress toward the objectives of his or her Professional Growth Plan developed at the previous annual conference (if applicable), and
- c. Available indicators of pupil progress and growth toward their program objectives (if applicable).

3. The purpose of the annual performance conference is 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 should 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.

Review of Pupil Progress and Growth

1. A review will be conducted, at least annually, of pupil progress and growth in each class, for the purpose of determining whether or not changes in the performance of the Principal or in the program would lead to improved results by the pupils during the subsequent school year.
2. The review of pupil progress and growth will be made by a Superintendent who is familiar with the pupils involved and the school context against indicators previously determined by the Principal and agreed upon by the Superintendent.
3. A summary of the pupil progress and growth data and its implications will be placed in the Principal's annual performance report. If applicable, the pupil progress and growth report will be one measure of the Principal's annual performance evaluation.
4. If the review of the pupil data reveals that pupils have not made the progress expected, the Superintendent and Principal shall jointly determine what changes should be made to improve pupil performance. Any such changes are subject to approval of the Superintendent before being implemented.

Professional Growth Plan

1. A Professional Growth Plan will be prepared annually for each non-tenured Principal to correct deficiencies and to continue professional growth. The plan will derive from the applicable evaluation criteria and focus on the most important areas of professional growth for each Principal as determined from weaknesses identified in his or her evaluation.
2. The Professional Growth Plan will be prepared in cooperation with the Principal whenever possible and will include:
 - a. Areas of required growth,
 - b. Methods of achieving that growth,
 - c. A schedule for implementation of those methods, and
 - d. The responsibility of the Principal and the district for implementing the plan.
3. At the time the Professional Growth Plan is prepared, a review will also be made of the Principal's efforts to achieve the prior year's plan.

4. Copies of the Professional Growth Plan will be placed in the Principal's annual performance report and given to the Principal. The degree to which the Principal achieved the requirements of the previous plan will be a measure of his or her annual performance evaluation.

C. The district employs a very comprehensive approach to evaluation of Principals. Due to the complexity of the evaluation process, there is not a single rating or level given. A narrative format is preferred.

Section 2. Evaluation Outcomes Tables

Fewer than 10 principals.