FRANKLIN LAKES BOARD OF EDUCATION
Franklin Lakes, New Jersey

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X Monitored
X Mandated
X Other Reasons

Policy

PRINCIPAL EVALUATION

The board of education believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of this 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 shall implement an effective system for the evaluation of principals, assistant principals, and vice-principals. The purpose of this evaluation shall be to promote professional excellence and improve the skills of principals, assistant principals and vice-principals; improve pupil learning and growth; and provide a basis for the review of performance. The board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of a professional corps of State educators 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 principals, assistant principals and vice-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

Principals, assistant principals and vice principals shall 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 teachers, principals, assistant principals, or vice principals. Training shall 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 shall be provided for any supervisor who will observe teaching and/or principal practice for the purpose of increasing accuracy and consistency among observers.

Principal Evaluation

Principals, vice principals, or assistant principals shall be evaluated according to an evaluation rubric unless the rubric is among the recognized NJ DOE approved evaluation models. The evaluation rubric shall 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 principal, vice 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 N.J.S.A. 18A:6-123, including, but not limited to:

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 specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, 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 shall be based on the measurement of the principal, assistant principal, or vice principal's performance according to the school 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 shall be determined by a score on a leadership rubric, which will assess the principal, vice-principal, 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, Assistant Principal, and Vice Principal Observations

The chief school administrator, or his or her designee, shall conduct observations for the evaluation of principals. The chief school administrator shall be trained according to law on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

A principal, or a chief school administrator or his or her designee, shall conduct observations for the evaluation of assistant principals and vice principals.

For the purpose of collecting data for the evaluation of a principal, assistant principal, or vice principal, an observation may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

Each tenured principal, assistant principal, and vice principal shall be observed at least two times during each school year. Each nontenured principal, assistant principal, and vice principal shall be observed at least three times during each school year, as required by N.J.S.A. 18A:27-3.1.

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 principal, assistant principal or vice-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 principal, assistant principal, or vice principal being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;

B. The post-observation conference shall be for the purpose of reviewing the data collected at the

observation, connecting the data to the principal practice instrument and the principal, assistant principal, or vice 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 principal, assistant principal, or vice 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 principal, assistant principal, or vice principal's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.

E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal who was observed;

F. The principal, assistant principal, or vice principal shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

An additional observation and post-observation conference shall be required as part of the corrective action plan for any principal, assistant principal or vice-principal who has been rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics.

Professional Development Plans

The chief school administrator shall oversee and review for each principal and supervisor, professional development that links to individual, school, and district professional development goals and the school district's professional development plan.

The principals and supervisors shall 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 (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (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 chief school administrator, 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 principal, assistant principal or vice-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.

Note: see board policy 4131/4131.1 Staff Development

Corrective Action Plans

A corrective action plan shall be developed for each principal, assistant principal or vice-principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the principal, assistant principal or vice-principal evaluated and the chief school administrator or principal's, assistant principal's or vice-principal's supervisor.

A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-

year evaluation of any principal, assistant principal, or vice 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; 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. The mid-year evaluation shall 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 principal's, assistant principal's or vice 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 pursuant to this chapter 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 section shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

NJSBA Review/Update:
Adopted: February 25, 2014
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Key Words

Evaluation, Principal Evaluation, Personnel Evaluation, Principal, Assistant Principal, Vice-Principal Evaluation Rubric

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 et seq.	Dismissal and reduction in compensation of persons under tenure in public school system
	N.J.S.A. 18A:6-117 et seq.	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	See particularly:	
	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 evaluation; conference; purpose
	N.J.S.A. 18A:27-10 et seq.	Nontenured 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:9-15.1et seq.	Required professional development for teachers and school leaders
	See particularly:	
	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 et seq.	Educator effectiveness
See particularly:	
N.J.A.C. 6A:10-1.2	Definitions
N.J.A.C. 6A:10-2.2	Duties of district boards of education
N.J.A.C. 6A:10-5.1 et seq.	Components of principal evaluation
See particularly:	
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:32-5.1 et seq.	Standards for determining seniority

Possible Cross References:

*2131	Chief school administrator
*4112.6/4212.6	Personnel records
*4115	Supervision
*4116	Evaluation
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*4231/4231.1	Staff development; inservice education/visitations/conferences
*6143.1	Lesson plans

*Indicates policy is included in the Critical Policy Reference Manual.