

GALLOWAY TOWNSHIP PUBLIC SCHOOLS

Where Children and Learning Come First

PRINCIPAL EVALUATION SYSTEM, 2009-2010 SCHOOL YEAR

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 Galloway Township Public School District's policies and procedures for evaluating principals and assistant principals.

Section 1. Description of Principal Evaluation System

Principals and Assistant Principals in the Galloway Township Public School District are evaluated using a model based on the New Jersey Professional Standards for School Leaders and the ISSLC (Interstate School Leaders Licensure Consortium) Standards. Additionally, principles from the Charlotte Danielson "framework for professional practice" were considered in developing the evaluation model and tools. The model supports the following vision statement for administrators:

The vision of the Galloway Township Public School Administrators is to effectively lead a diverse and progressive school/district, unifying educators, families, and community members in order to provide a safe, nurturing, and challenging learning environment in which all children develop and succeed.

The evaluation model acknowledges administrators' rights and obligations to shape their own professional development in order to support school and district goals. This model is respectful, yet demanding, and recognizes the complexity and importance of leadership.

The formal evaluation tool measures the administrator's expertise within the five Standards for Administrators with three possible ratings. The "Mostly Accomplished" level indicates a high degree of competency and capability. The "Accomplished" level recognizes extraordinary performance in certain elements of the rubric. "Not Accomplished" indicates areas that are in need of attention and correction. Tenured Principals and Assistant principals are formally evaluated a minimum of one time per year while non-tenured administrators are evaluated three times per year.

The following beliefs serve as the basis for the five main standards in the evaluation rubric. Effective School Administrators...

- Develop, articulate, and implement a **vision of learning** shared by all stakeholders.
- Provide a **school culture** conducive to student learning and staff professional growth.
- Ensure management of a **safe, efficient and effective learning environment**.
- Promote and respond to **diverse community interests** and needs.
- Act with integrity, fairness and in an **ethical manner**.

In order to meet the needs of all administrators three cycles are available. Cycle I is designed to meet the needs of novice administrators and/or administrators new to the district. Cycle II is designed to meet the needs of the veteran administrator. Cycle III is designed to meet the needs of the veteran administrator in need of assistance. Through the use of a rubric detailing the domains of professional practice, the criteria of quality supervision are clear and obtainable. Each administrator first uses the rubric to complete a self-evaluation. This is then shared with the supervisor who also completes the rubric as a means of formally evaluating the administrator.

The following types of evidence are considered during the evaluation process:

- Principal's work portfolios
- School climate indicators

- Principal’s self-evaluations
- Principal’s work samples
- Documentation of completed teacher evaluations
- Evaluator narratives
- Performance aligned to district goals
- Monthly reports
- Informal observations
- Participation in various meetings and professional learning opportunities
- Stakeholder feedback

The results of the evaluation are utilized to inform:

- Tenure decisions
- Principal’s Professional Development Plans
- Compensation decisions (awarding/withholding of increment)
- Recommendations for continued employment
- Selection of teachers for specific roles or duties
- Principal placement decisions

Additionally, the process is used to plan district-wide, small group, and individualized professional development opportunities.

The administrators’ evaluation model supports the Galloway Township Public School District mission for “all children to succeed in meeting the New Jersey Core Curriculum Content Standards and develop as lifelong learners and productive citizens.” By clearly defining high expectations for administrators and by providing them with professional support, our district sets the stage for hiring and retaining quality administrators to work effectively with faculty, support staff, and most importantly, our diverse student population.

Section 2. Evaluation Outcomes Tables

he evaluation outcome tables are a required by the New Jersey Department of Education as part of fulfilling Federal requirements for the Phase 2 of the State Fiscal Stabilization Fund program.

Note: The term principal includes principals and assistant principals.

**GALLOWAY TOWNSHIP PUBLIC SCHOOL DISTRICT
PRINCIPAL EVALUATION RESULTS
SY 2009-2010**

Number of principals meeting the district’s criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
12	12	100