

NORTHERN BURLINGTON COUNTY REGIONAL'S PRINCIPAL EVALUATION SYSTEM, SY 2009-2010

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 Northern Burlington County Regional School District'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.

Description of Principal Evaluation System

Northern Burlington's process to evaluate the effectiveness of principals is based on four dimensions of leadership including instructional Leadership, professional development/school climate, administration, and communication. These dimensions are aligned with New Jersey's Professional Standards for School Leaders and the 2008 ISSLC (Interstate School Leaders Licensure Consortium) Standards. A series of evidence-based elements further define and clarify each dimension. For each of these elements within each dimension, the principal is evaluated using a combination checklist (satisfactory or needs Improvement) and a narrative.

The types of evidence included in the formal principal evaluation process includes formal observations or visits, school climate indicators, principal self-evaluations, principal work samples, documentation of completed teacher evaluations, evaluator narratives, evaluation conferences, and performance aligned to the district's goals. In 2009-2010, the evaluation process did not include any student achievement outcomes or student growth data as evaluation criteria.

Prior to the evaluation conference, each principal completes a self-evaluation using this instrument and submits it to his or her immediate supervisor. The evaluator completes the document as well. During the review conference, the final document is completed and signed by both the evaluator and the principal.

The results of the evaluation process are used to inform selection of principals for specific roles or duties, to inform principal placements, to inform tenure decisions and recommendations for continued employment, to plan professional development opportunities, and to inform a principal's Professional Growth Plan.

Northern Burlington's evaluation process for untenured and tenured principals differs only in the number of formal evaluations completed per year. Untenured principals are evaluated a minimum of three times, while tenured principals are evaluated once.

The Northern Burlington County Regional District employed seven principals*, hence for confidentiality reasons, no data is supplied.

*This includes principals and assistant principals.