

**Gloucester County Vocational/Technical School District
Principal and VP/AP Evaluation Overview
SY2020-21**

Introduction

As part of the federal requirements for states' receiving funding under 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 Gloucester County Vocational/Technical Schools' policies and procedures for evaluating principals and assistant principals.

Section 1. Description of Principal Evaluations System

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

Principal Practice Evaluation Instrument

The principals are measured by their performance on a state-approved Principal Practice Evaluation Instrument. The GCVTSD utilizes the Mid-Continent Research for Education and Learning (McREL) Principal Evaluation System. The intended purpose of McREL's Principal Evaluation System is to assess the principal's performance in relation to the research-based strategies that have been proven to be effective. The evaluation should take place in a collegial and non-threatening manner. The principal will take the lead in conducting the evaluation through the use of self-assessment, reflection, and input gathered from the various stakeholders with an interest in the leadership in the school. The evidence and documentation gathered by the principal is not intended to become a portfolio. Rather, it should provide a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards. (McRel, 2009) McREL's Principal Evaluation System will:

- Serve as a guide for principals as they reflect upon and improve their effectiveness as school leaders;
- Measure and support professional practice consistently and fairly;
- Focus the goals and objectives of districts as they support, monitor, and evaluate their principals;
- Guide professional development for principals;
- Serve as a tool in developing coaching and mentoring programs for principals; and
- Inform higher education programs in developing the content and requirements of degree programs that prepare future principals. (McRel, 2009)

McRel's Principal Practice Evaluation Rubric

This instrument serves as the foundation for McREL's Principal Evaluation System. It should be used throughout the process to monitor principals' progress toward consistently using practices that leadership research has identified as necessary to improve the amount of learning that takes place in a school. The Principal Evaluation Rubric should be completed by principals as a self-assessment of the performance during the year. Evaluators will use the rubric to complete their assessment of the principals' performance for the same time period. Likewise, the principal and evaluator will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. (McRel, 2009)

Principal and VP/AP Evaluation

Principal evaluation consists of two primary components: Principal Practice (measured by observations and evaluation leadership,) and Student Achievement (measured by Student Growth Objectives, Administrative Goals, and for a select group of principals, Student Growth Percentiles). Principal Practice: Based upon at least two observations using a state- approved, research-based [principal practice instrument](#). Information sources for the observations may include:

- School walkthrough
- Case studies
- Observation of staff meeting, school assembly
- Parent conference observation
- Teacher conference observation

Evaluation Leadership: The State Evaluation Leadership Instruments measure how effectively school leaders implement the evaluation system. These rubrics are used to evaluate how well principals, assistant principals, and vice principals perform each of the following:

- Prepare teachers for success*
- Build collaboration*
- Fulfill requirements of the evaluation system
- Provide feedback, coaching, and planning for growth
- Ensure reliable, valid observation results
- Ensure high-quality SGOs

* *Principals only.*

Principal Evaluation Leadership Instrument

Assistant and Vice Principal Evaluation Leadership Instrument (NJDOE, 2016)

Student Growth Objective Average: This measure is an average of every teacher's SGO rating for the year. Assistant and vice principals may use only the SGO ratings of a subset of teachers for whom they are more directly responsible. For more information about SGOs click [here](#).

School-wide Student Growth Percentile (School-wide SGP): This measure is the median score of all the SGPs scores in a school. SGPs at the student level assess how much a student improves on his or her NJ ASK score from the previous year as compared to students across the state with the same previous score. For more details click [here](#).

Administrator Goals: These student achievement goals are set by principals in consultation with their Chief School Administrators each year. Local districts have discretion to determine the total number of goals (between one and four) that each administrator sets. Assistant and vice-principals may set the same goals as the principals or may set others that more closely reflect their responsibilities within the school. A wide variety of measures of student achievement are available for Administrator Goals, including:

- Nationally norm-referenced tests (such as the Developmental Reading Assessment)
- Annual measurable objectives (AMOs)
- Advanced Placement scores
- SAT, ACT scores
- College acceptance rates

Principal and VP/AP Evaluation and Support

Multiple Measures of Principal Practice and Student Achievement

AchieveNJ relies on multiple measures of both student achievement and principal practice. All principals, vice principals, and assistant principals are rated on these measures as depicted in the adjacent charts (weights vary based on whether SGP grades and subjects exist in a school).

[Executive Order 214 \(January 11, 2021\)](#) removed Student Growth Objectives (SGOs) from counting towards the summative score of any educator. The completion of SGOs remains in effect and be used to inform instructional decisions and educator practice.

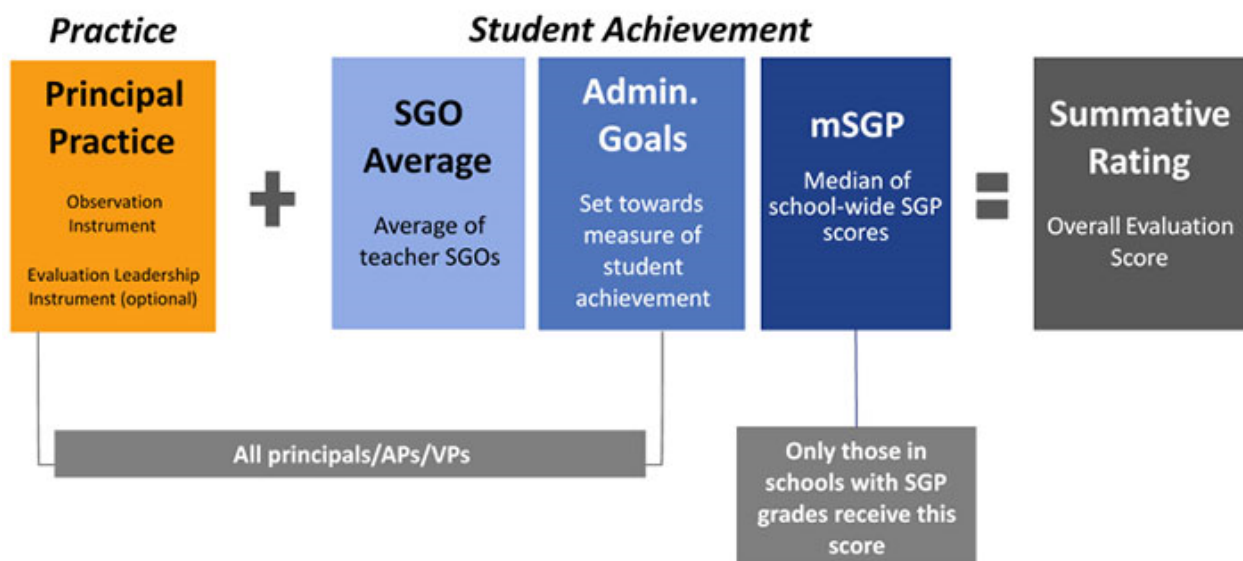
Administrator goals will still count in determining the effectiveness of Principals, Assistant Principals (AP) or Vice Principals (VP). However, the student achievement data culled from these goals will not be used. Instead, these goals must measure processes.

[Executive Order 175 \(August 13, 2020\)](#) waived the mSGP portion of summative ratings for qualifying teachers, Principals, APs and VPs due to the lack of a state test from SY 19-20. Therefore, information on this page regarding mSGP and summative ratings does not apply for the 2020-21 school year.

SGP is a measure of how much a student improves his or her state test performance from one year to the next compared to students across the state with a similar score history.

Principal evaluation consists of two primary components:

- Principal Practice (measured using approved practice instruments) and
- Student Achievement (measured using teacher Student Growth Objectives, Administrator Goals, and for qualifying leaders, a median Student Growth Percentile).



Student Achievement

- Student Growth Objective (SGO)

Average: 10% of a principal's summative rating is based on the average teacher SGO score in their school. SGOs are measurable academic goals that teachers set for their students based on growth and achievement. **Removed: Executive Order 214**

Administrator Goals: The percent of a principal's summative rating based on Administrator Goals is 10%. The principal sets these goals, such as increasing scores on Advanced Placement tests or improving graduation rate, with his or her superintendent.

School Student Growth Percentile (SGP): Some principals have schoolwide SGP data. SGPs are state calculated scores that measure a principal's ability to help increase student achievement on the state standardized assessments. For these principals, this measure counts for 10% of their summative rating. **Waived: Executive Order 175**

Principal Practice

- **Principal Practice:** 90% of a principal's overall evaluation is based on observations of a principal's practice by his or her superintendent. These might involve a school walk-through, staff meetings, parent conferences, or other significant school events.
 - **Non-tenured principals** are required to have at least three observations a year.
 - **Tenured principals** are required to have at least two observations per year.
 - **Corrective Action Plans:** principals who receive an Ineffective or Partially Effective rating go on a Corrective Action Plan. These principals must have one additional observation per year.

Professional Development and Support

Throughout the [AchieveNJ](#) initiative, there are multiple structures in place to support and develop principals.

- **Improved Evaluation Linked to Professional Development:** The most significant impact on professional development comes directly from the evaluation system. An increased number of conferences (goalsetting, pre-/post-observation) provides school leaders with an increased number of opportunities to engage in high-quality professional conversations. Additionally, student achievement scores based on student growth provide a more accurate picture of administrator impact. Ultimately, all information and data gathered at both the educator and student levels helps leaders tailor professional development to improve their own practice, as well as to better meet their staff's needs.
- **Corrective Action Plan (CAP):** Any principal, assistant principal, or vice principal who is rated Ineffective or Partially Effective on his or her evaluation will receive additional support through a CAP. The CAP will include timelines for corrective action and clearly delineate responsibilities of the principal versus the district in implementing the plan.

Summative Rating

This overall evaluation score combines the multiple measures of principal practice and student growth. All New Jersey principals earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. To maintain tenure, all principals (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective. For more information, please view the [Evaluation Scoring web page](#).

Principals play a major role in shaping their evaluations — and those of all of their teachers — by serving as instructional leaders and maintaining a culture of learning and collaboration. Decisions on the weighting and composition of components in school leader evaluations will be revisited annually. Please view the [AchieveNJ for Principals/APs/VPs Web Page](#) for more information.

To learn more or share feedback, please:

- Contact your district administration and District Evaluation Advisory Committee.
- Visit the AchieveNJ website at www.nj.gov/education/AchieveNJ.email educatorevaluation@doe.state.nj.us, or call 609-777-3788.
New Jersey Department of Education (8-15), 2

Section 2. Evaluation Outcomes Tables

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. This district has fewer than 10 principals.