

Gloucester County Vocational/Technical School District Principal Evaluation System SY2024-25

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 provide 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 Harris School Solutions Balanced Leadership-VP. The intended purpose of Harris School Solutions Balanced Leadership-VP 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.

Harris School Solutions' Balanced Leadership-VP 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.

Harris School Solutions Practice Evaluation Rubric

This instrument serves as the foundation for Harris School Solutions' Balanced Leadership-VP. 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 Balanced Leadership-VP 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.

Principal Evaluation

The New Jersey Department of Education is committed to transforming the educational opportunities we offer the state's 1.4 million students, and we believe that begins with visionary district and school leaders who are committed to ensuring that all students achieve. New Jersey Administrative Code for Educator Effectiveness (N.J.A.C. 6A:10) defines these positions as "supervisors" or those appropriately certified teaching staff members employed in the school district in a supervisory role. They possess a school administrator, principal, or supervisor endorsement as described in N.J.A.C. 6A:9B-12.

The New Jersey Administrative Code Chapter 10 regulations rely on multiple measures of performance to evaluate principals, assistant principals (APs) and vice principals (VPs). These measures include components of both school leader practice, goals and other measures of student achievement.

Evaluation Scoring

Principal, AP and VP evaluation scores are the combination of principal practice ratings and student achievement measures. These weights vary depending on whether Student Growth Percentile (SGP) grades or subjects exist in the principal's school. The [Summative Score Calculator](#) can assist districts in calculating official summative ratings.

Summative Rating Cut Scores

Ineffective	Partially Effective	Effective	Highly Effective
1	1.85	2.65	3.5–4

Components of the Summative Rating

The summative rating includes the:

Principal Practice

The largest single component of an administrator's overall evaluation is based on observations of their practice. Districts have the flexibility to choose from a growing list of state-approved instruments.

Principal, Assistant Principal or Vice Principal

Observation Requirements

Tenured

Two recommended observations each school year.

Non-Tenured

Three required observations each school year.

Principals, assistant principals and vice principals who end the school year with an Ineffective or Partially Effective rating have an additional observation the following year as part of their Corrective Action Plan (CAP).

Observation Details

Evidence of practice may be gathered through:

- Conferencing following instructional rounds
- Observation of instruction leadership events including, but not limited to:
 - o Professional development activities
 - o Post observation conference
 - o Data team meeting
- Stakeholder engagement activities such as:
 - o Parent conference
 - o Parent Teacher Organization (PTO) meeting
 - o Conferencing around selected artifacts or data

New Jersey Principal Evaluation for Professional Learning

The [New Jersey Principal Evaluation for Professional Learning \(NJPEPL\) Process](#) and [NJPEPL Observation Instrument](#) were developed through broad stakeholder engagement and a two-year pilot process. As an integrated system of principal evaluation, NJPEPL offers a simpler, yet powerful approach for the evaluation and professional development of school leaders.

Districts may choose to use the state Principal Evaluation Leadership Instrument for principals or a state-approved evaluation instrument for assistant and vice principals as an additional measure of the practice of administrators. These instruments are optional and measure how well principals, assistant principals, and vice principals:

- Prepare teachers for success (principals only)
- Build collaboration (principals only)
- Fulfill requirements of the evaluation system
- Provide feedback, coaching, and planning for growth
- Ensure reliable, valid observation results
- Ensure high-quality Student Growth Objectives (SGO)

Local discretion can be used to assign a weight for the evaluation leadership instrument as a component of the practice score for school leaders.

Student Achievement Measures

All principals, assistant principals and vice principals receive a score based on:

- Administrator goals
- Student Growth Objectives (SGO)
- Student Growth Percentile (SGP)

Note: Principal refers to principals, assistant principals, and vice principals, unless explicitly stated.

Student Growth Objectives

Part 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.

Administrator Goals

Administrator goals for the principal shall be developed and measured according to the following procedures:

1. Determine Number of Goals

The designated supervisor shall determine the number of required administrator goals, which shall reflect the achievement of a significant number of students within the school. By August 31, prior to the school year in which the evaluation rubric applies, the New Jersey Department of Education (NJDOE) shall provide the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.

2. Develop Goals

Principals shall develop in consultation with their designated supervisor, each administrator goal. Each vice principal and assistant principal shall set goals specific to their job description or adopt the same goals as their principal. If the principal and their designated supervisor do not agree upon the administrator goal, the principal's designated supervisor shall make the final determination.

3. Record Goals and Criteria

Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the principal and their designated supervisor by October 31 of each school year. If their start date is after October 1, the deadline is no more than 25 working days after the start date.

4. Approve Goal Score

The administrator goal score shall be approved by the principal's designated supervisor. The principal's administrator goal score, if available, shall be discussed at their annual summary conference and recorded in their personnel file.

The percentage of a principal's summative rating based on administrator goals varies depending on whether the principal is an mSGP Principal or a non-mSGP Principal. The principal sets these goals, such as increasing scores on Advanced Placement tests or improving graduation rate, with their superintendent.

Tenured Administrators are not required to develop and complete administrator goals for the 2024-2025 school year. Instead, the score from the most recent year in which you completed administrator goals will be used. For example, if your most recent administrator goal score was a 3.25, then your final score for 2024-2025 will also be 3.25.

Non-Tenured Administrators will be required to develop and complete administrator goals for the 2024- 2025 school year. Any Principal/AP/VP in their first year of employment in a district, without a record of pre-existing administrator goals, or any non-tenured Principal/AP/VP must develop and complete administrator goals for the 2024-2025 school year.

Calculating the Summative Rating

There are two different calculations for the summative rating—one calculation for administrators without a median student growth percentile (mSGP) score and one for administrators with an mSGP score.

Principal, Assistant Principal or Vice Principal without an mSGP Score

The calculation for the summative rating is:

$$(\text{Practice Score} \times 0.8) + (\text{Administrator Goals} \times 0.1) + (\text{SGO Average} \times 0.1) = \text{Summative Rating}$$

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.