



Administrator Evaluation Guidebook

ADMINISTRATOR EVALUATION GUIDEBOOK

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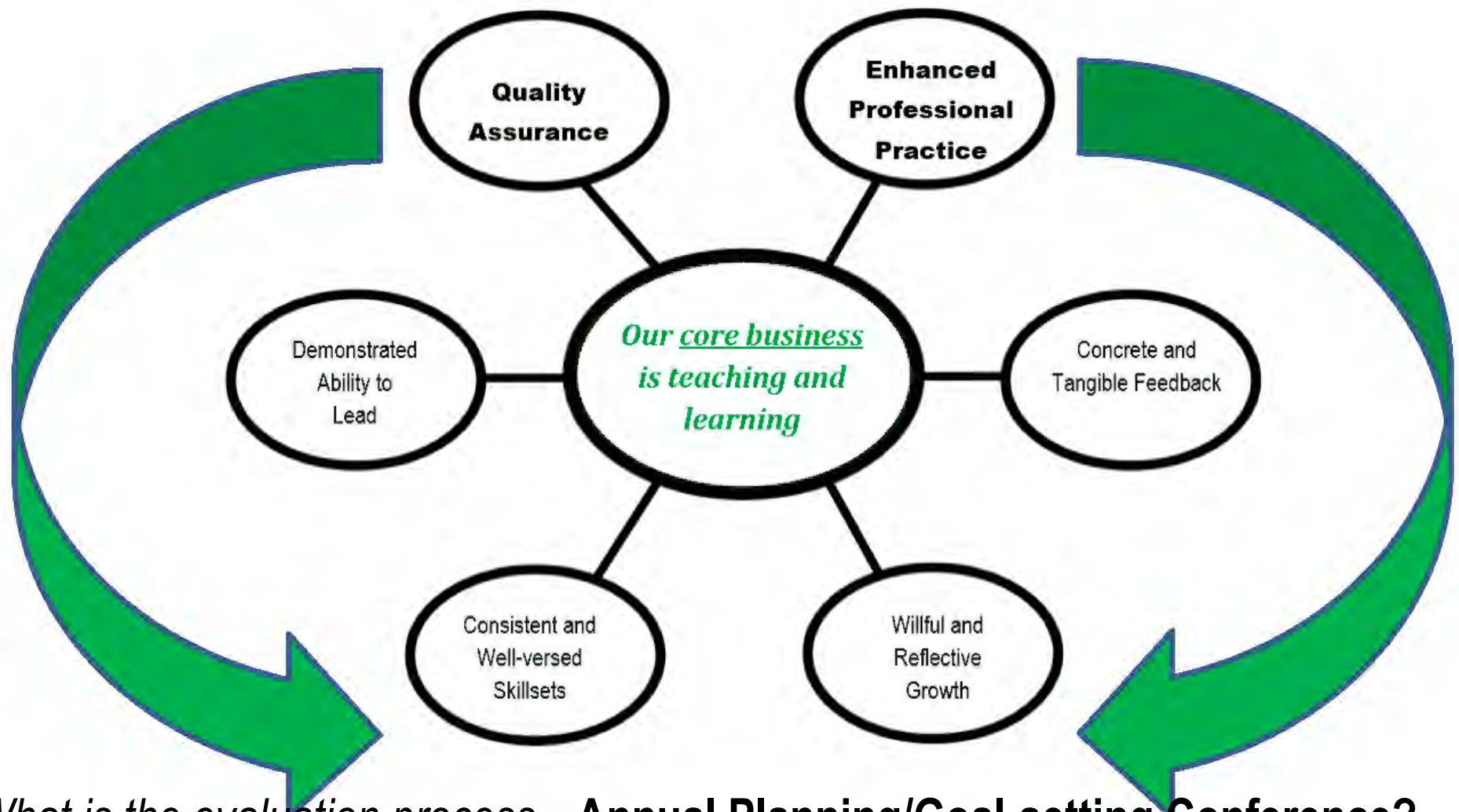
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Section I: Principal Evaluation and Support

(Principal, Assistant, Vice Principal)

Purpose and Intention of Evaluation System



What is the evaluation process... **Annual Planning/Goal-setting Conference?**

 Plan support	Plan – Participate in annual planning and goal setting conference at the beginning of the evaluation cycle with your immediate supervisor. Provide a foundation for success and growth, clarifying timelines, evaluation expectations, and evidence collection processes for observations. Use this time as an opportunity to collaboratively set administrator goals and determine professional development needs with your immediate supervisor.
 Prioritize	Prioritize – For observations, collect evidence for all domains prioritizing those that are closely connected to Administrator Goals. Streamlines evaluation process by unifying observations and administrator goals during post conferences with your immediate supervisor. Create targeted opportunity for growth and success in school improvement areas with your immediate supervisor.
	PDP – Align Professional Development Plan (PDP) with Administrator Goals and prioritized practice standards with your immediate supervisor. Provides aligned focus point for personal professional development and helps attain goals and highest levels of effectiveness.

Annual Planning/Goal-setting Conference (Principal, Assistant, Vice Principal)

In Advance

1. Principal (Principal, Assistant, Vice Principal) reviews relevant **student performance data, survey results and prior evaluation feedback**
2. Principal (Principal, Assistant, Vice Principal) develops **first draft of Administrator Goals and updates Professional Development Plan (PDP)**

During the Conference

1. Establish a Foundation for Success

- ✓ Reflect on the **successes and challenges of the prior year**
- ✓ Establish **expectations** for evaluation and development process

2. Align and Set Administrator Goals

- ✓ Develop a **shared understanding** of District/school goals
- ✓ Discuss student and school data including available mSGP scores
- ✓ Agree to administrator goals that align to school and District priorities

3. Determine Observation Protocol

- ✓ Identify domains aligned to Administrator Goals
- ✓ Identify other priority domains
- ✓ Agree on potential sources of direct and indirect evidence for each domain – determine evidence the principal will provide and what the immediate supervisor will collect
- ✓ Identify potential opportunities of direct observation of the principal
- ✓ Discuss start and end dates of observation windows to capture full scope of principal's work (2-3 months per window)

4. Identify and Align Principal's Professional Development Needs

- ✓ Determine professional development needs related to most recent performance evaluation, Administrator Goals and prioritized practice standards
- ✓ Agree to appropriate Professional Development Plan (PDP) and goals

*What is the evaluation process... **Observations/Post-observation Conference?***

Portfolio/Binder (Collection of Evidence) –

Conduct and support observations based on a portfolio/binder of evidence collected over 2-3 months by the principal and the immediate supervisor.

Evidence collected from a variety of sources over an extended period of time may more accurately and fairly reflect the complexity of the principal's work.

Process-

Discuss observation Portfolio/Binder (Collection of Evidence), and progress on Administrator Goals and PDP goals during in-person post-observation conferences.

Dedicated coaching time is provided for feedback/discussion on progress to maximize principal's growth and development. Discussion allows for corrections and adjustments of the observation as needed.

Observers:

- ★ *Must be trained on all observation rubric within purview of service and job description (~NJAC 6A:10-2.2).*
- ★ *Must be employed in the District*
- ★ *Must serve in a supervisory role in the District*
- ★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

Explanation of Rubric Levels for Evaluation System

The development of the explanation for the rubric levels was in response to requested clarification on the Focal Point Evaluation System scoring scale. The explanation of the rubric levels for the Focal Point Evaluation System was facilitated by the feedback and input of District Evaluation Advisory Committee (DEAC) members and colleagues within the District.

Unsatisfactory Unacceptable Practice and Outcomes Evidence of little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement.		Progressing Inconsistent Practice and Outcomes Evidence of basic knowledge and implementation of performance standards. Integration of performance standards are not evident. Teacher is making progress towards proficiency.		Proficient Consistent Practice and Outcomes Evidence of sound knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.		Exemplary Exceptional Practice and Outcomes Evidence of high levels of knowledge, implementation and integration of performance standards. There is evidence of leadership initiative and willingness to model and serve as a mentor for colleagues.	
 Unsatisfactory (1)	 Progressing I (2)	 Progressing II (3)	 Proficient I (4)	 Proficient II (5)	 Proficient III (6)	 Exemplary (7)	
To what extent is my practice consistent in this category: Unsatisfactory: Consistently unacceptable practice and outcomes with <u>little or no</u> knowledge and minimal implementation of performance standards.		To what extent is my practice consistent in this category: Progressing I: Inconsistent practice and outcomes of <u>basic</u> knowledge and implementation of performance standards. Progressing II: Progress towards consistency in practice and outcomes of <u>basic</u> knowledge and implementation of performance standards.		To what extent is my practice consistent in this category: Proficient I: Inconsistent practice and outcomes of <u>sound</u> knowledge, implementation and integration of performance standards. Proficient II: Consistent practice and outcomes of <u>sound</u> knowledge, implementation and integration of performance standards.		To what extent is my practice consistent in this category: Proficient III: Consistent practice and outcomes of <u>high levels</u> of knowledge, implementation and integration of performance standards. Exemplary: Exceptional practice and outcomes of <u>high levels</u> of knowledge, implementation and integration of performance standards.	

Unsatisfactory, Progressing, Proficient, and Exemplary represents the four (4) possible described categories a staff member can earn during an observation.

Expanded the four (4) existing categories to include seven (7) possible point options for the staff to earn.

Provides specific description on how to earn one of the option for points within a given category. The higher of each point within most of a given category of points, reflect a greater level of demonstrated practice and performance for the staff member.

What does the observation process look like tenured and non-tenured principals and vice principals?

Table 1: Observations for Tenured and Non-Tenured

Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference
Principals	Standards B: 1, 2, 3 C: 1, 2	Standards B: 1, 2, 3 C: 1, 2, 3	Standards B:1, 2, 3 C: 1, 2, 3	Required for “Rated Year”.
Vice/Assistant Principals	Standards: A1, D1, D2 (Class and school schedule), D3 (Climate)	Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards: E1, E2, A3, A4, D3 (Climate), E3	
Tenured Staff (2 observations)	Round One		Round Two	Summative Conference
Principals	Standards: A1, B:1, 2, 3 C: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2		Standards: E1, E2, A3, A4, B:1, 2, 3 C: 1, 2, 3 D3 (Climate), E3	Required for “Rated Year”.
Vice/Assistant Principals				

- ✓ At least 24 hours prior to the post-conference the observer forwards (electronically) the staff member a copy of the observation report review.
- ✓ Post conference has taken place within **7-10 work days**.
- ✓ Post conference included the review of artifacts/evidence for professional practice to support the respective observation
- ✓ All signatures are applied to each observation. Without signatures being applied a "correct" summative conference cannot be generated.
- ✓ All areas of the conference form are addressed as provided on the form during pre and post-conferences
- ✓ Summative Evaluation Conference is required and addressed as provided on the form within eDoctrina
- ✓ **February 15th** will be used as a cutoff date to determine if a staff member will be observed using Year 1-2 or Year 3-4 guidelines
- ✓ Review the Annual Memorandum Evaluation sent to all staff with the appropriate dates.
- ✓ Principals hired after **February 1st** are required to have one long observation, with a goal setting conference and post-conference and one short observation with a post-conference conducted prior to **April 15th**. These administrators will NOT receive a final summative evaluation score.
- ✓ Administrators hired after March 15th are required to have one (1) observation conducted by April 15th. These administrators will NOT receive a final summative evaluation score.
- ✓ Tenured administrators returning from leaves and/or sabbaticals will follow the dates and guidelines outlined above and may not receive a summative evaluation.



What does the observation process look like Corrective Action Plan (CAP) principals and vice principals?

Table 2: Observations for CAP Tenured and Non-Tenured Staff

Non-Tenured Staff (4 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Principals Vice/Assistant Principals	Standards B: 1, 2, 3 C: 1, 2 Standards: A1, D1, D2 (Class and school schedule), D3 (Climate)	Standards B: 1, 2, 3 C: 1, 2, 3 Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Required for "Rated Year"

Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Summative Conference
Principals Vice/Assistant Principals	Standards: A1, C: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards: C: 1, 2, 3 E1, E2, B:1, 2, 3 A3, A4, D3 (Climate), E3	Standards: A1, B: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Required for "Rated Year"

With the mSGP score, if an educator's summative rating is Partially Effective or Ineffective, then a CAP must be created to replace the PDP within 25 working days following the District's receipt of the summative rating, which will be provided by NJDOE through the Evaluation Information System (EIS). In order to ensure educators with CAPs receive all the necessary supports they are sent to the Assistant Superintendent and the Legal Department for review and final approval. Educators on a CAP must:

- ✓ Remain on the CAP until they receive their next summative rating.
- ✓ Receive a mid-year evaluation to discuss progress towards goals outlined in the CAP; and,
- ✓ Receive at least one observation in addition to the number normally required.
- ✓ Educators should receive the additional observation for every year they are on a CAP, even if the CAP only applies to part of the year.

Principal Performance Evaluation Standards (Principal, Assistant, Vice Principal)

Table 3: Professional Educator Performance Standards with Weights for Principals (RAC Turnaround Principles and PSEL)

Standard	Indicator
Leadership 3X RAC Turnaround Principle: #1 and 2 Equity and Cultural Responsiveness 3 Curriculum, Instruction and Assessment 4 Community of Care and Support for Students 5 Professional Capacity of School Personnel 6 Professional Community for Teachers and Staff 7 Meaningful Engagement of Families and Community 8 Operations and Management 9 School Improvement 10	• Establishes and maintains a shared vision of success • Leads change • Maximizes human potential • Demonstrates other leadership skills
The Instructional Program 3X RAC Turnaround Principle: #3, #4, and #6 Equity and Cultural Responsiveness 3 Curriculum, Instruction and Assessment 4 Community of Care and Support for Students 5 Professional Capacity of School Personnel 6 Professional Community for Teachers and Staff 7 Meaningful Engagement of Families and Community 8 Operations and Management 9 School Improvement 10	• Maintains a comprehensive program of instruction • Improves the quality of instruction • Provides for assessment of instruction
Staff Development 2X RAC Turnaround Principle: #5 Equity and Cultural Responsiveness 3 Curriculum, Instruction and Assessment 4	• Develops staff • Facilitates individual growth • Hires quality staff

Community of Care and Support for Students 5 Professional Capacity of School Personnel 6 Professional Community for Teachers and Staff 7 Meaningful Engagement of Families and Community 8 Operations and Management 9 School Improvement 10	
Effective Management 1X RAC Turnaround Principle: #7 Equity and Cultural Responsiveness 3 Curriculum, Instruction and Assessment 4 Community of Care and Support for Students 5 Professional Capacity of School Personnel 6 Professional Community for Teachers and Staff 7 Meaningful Engagement of Families and Community 8 Operations and Management 9 School Improvement 10	• Manages resources effectively • Time management • School climate
Professional Responsibilities 1X RAC Turnaround Principle: #8 Equity and Cultural Responsiveness 3 Curriculum, Instruction and Assessment 4 Community of Care and Support for Students 5 Professional Capacity of School Personnel 6 Professional Community for Teachers and Staff 7 Meaningful Engagement of Families and Community 8 Operations and Management 9 School Improvement 10	• Maintains positive relations with district and community • Behaves professionally • Grow professionally

Staff members placed “on assignment” should seek guidance on how they will be evaluated for the “assigned” school year, as this may impact final summative rating for the year.

*What is the evaluation process... **multiple measures?***

Student/Program Growth Objective Average (Principal, Assistant, Vice Principal)

- ✓ **Student/Program Growth Objective Average:** This measure is an average of every teacher's S/PGO rating for the year with the school.
- ✓ **Student Growth Percentile** means a specific metric for measuring individual student progress on statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Tested grades/subjects: 4-7 mathematics and 4-8 ELA in areas such as ELL, SPED, General Education, push-in, pull-put, etc. This measure is the median score of all the SGPs scores in a school.
- ✓ Long-term or leave replacement substitutes under contract in the district who are currently working toward earning tenure or may soon be working toward earning tenure in the district should be evaluated in the same manner all contracted teachers are evaluated in the District. These scores where applicable will be included in the SGP scores for the school.
- ✓ **Administrator Goals:** These aligned goals are set by principals in consultation with their Chief School Administrators/Assistant Superintendent 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 may be used for Administrator Goals and goals that maintain a sustained focus over multiple years are encouraged.

Table 4: Student Growth Objective Quality Rubric

Excellent	Good	Fair	Inadequate	Resources
RATIONALE FOR SGO/STANDARDS CHOSEN				
Includes all or most standards for which the teacher is responsible during the instructional period. ¹	Includes at least half of the standards for which the teacher is responsible during the instructional period.	Includes some of the standards for which the teacher is responsible during the instructional period.	Includes few of the standards for which the teacher is responsible during the instructional period.	SGO Guidebook Effective Assessments Module Assessment Design Modules SGO Exemplars
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes , and readiness in college, career, and life .	Articulates how some selected standards lead to future success.	Does not justify how the standards chosen lead to future success or does so poorly.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules SGO Exemplars
ASSESSMENTS				
Aligns all items ² to the chosen standards taught during the SGO period. All critical standards ³ have multiple items.	Aligns most items to the chosen standards taught during the SGO period. Most critical standards have multiple items.	Aligns some items to the chosen standards taught during the SGO period. Some critical standards have multiple items.	Aligns few or no items to the chosen standards. Critical standards are not identified and have few items.	SGO Guidebook SGO 2.1 Presentation
Range of rigor accurately reflects rigor of instruction, content, and skills of course.	Range of rigor mostly reflects rigor of instruction, content, and skills of course.	Range of rigor somewhat reflects rigor of instruction, content, and skills of course.	Range of rigor does not reflect rigor of instruction, content, and skills of course.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules
Highly accessible to all students regardless of background knowledge, cultural differences, or special needs.	Mostly accessible to all students regardless of background knowledge, cultural differences, or special needs.	Somewhat accessible to all students regardless of background knowledge, cultural differences, or special needs.	Disadvantages certain students because of background knowledge, cultural differences, or special needs.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules
Assessment design is consistently high quality. Includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Assessment design is mostly high quality. Includes rubrics, scoring guides, and/or answer keys for all items , most of which are accurate, clear, and thorough.	Assessment design is of moderate quality. Includes rubrics, scoring guides, and/or answer keys for some items , most of which are accurate, clear, and thorough.	Assessment design is of low quality in virtually all aspects of design.	SGO Exemplars Effective Assessment Module Assessment Design Modules
Teachers of the same subject matter /grade level use a common summative assessment ⁴	Teachers of the same subject matter/grade level's summative assessments are similar but not the same .	Teachers of the same subject matter/grade level's summative assessments of the same standards are different.	Teachers of the same subject matter/grade level assess different standards in different ways.	Effective Assessment Module Collaborative Teams Toolkit SGO 2.1 Presentation SGO Guidebook

Table 4: Student Growth Objective Quality Rubric

Excellent	Good	Fair	Inadequate	Resources
COLLABORATION				
Most, or all, key decisions ⁵ were made collaboratively between teachers (and/or teachers and administrators).	Many key decisions were made collaboratively between teachers (and/or teachers and administrators).	Some key decisions were made collaboratively between teachers (and/or teachers and administrators).	Few or no key decisions are made collaboratively by teachers (and/or teachers and administrators).	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Mid Course Check In
TRACKING PROGRESS AND REFINING INSTRUCTION				
Standards are assessed in a way that growth is logically measured and is regularly monitored with instruction adjusted accordingly throughout the school year.	Standards are assessed in a way that growth is logically measured and is regularly monitored throughout the school year.	Standards are assessed in a way that growth is logically measured logically throughout the school year.	Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given.	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Effective Assessments Module Data-Driven Decisions Module Assessing and Adjusting SGOs
Common assessments are used as checkpoints in measuring growth. ⁶	Common assessments are used in measuring growth.	Common assessments are rarely used in measuring growth.	Commons assessments are not in use in measuring growth.	Collaborative Teams Toolkit Effective Assessments Module Data-Driven Decisions Module
STARTING POINTS/SCORING PLAN				
Multiple, high quality measures of baseline data are used to determine student starting points.	Multiple measures of baseline data, the quality of which may vary , are used to determine student starting points.	A single measure of high quality is used to determine student starting points.	A single measure of low quality is used to determine student starting points.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
Student learning targets are differentiated to be ambitious and achievable for all or nearly all students.	Student learning targets are differentiated to be ambitious and achievable for a majority of students.	Student learning targets are differentiated to be ambitious and achievable for some students.	Student learning targets are not differentiated or are set too low.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
"Full attainment" accurately reflects a teacher's <i>considerable</i> impact on student learning. "Exceptional attainment" clearly exceeds the objective set.	"Full attainment" somewhat reflects a teacher's impact on student learning. "Exceptional attainment" of the SGO does little to reflect the teacher's impact on student learning.	"Full attainment" loosely reflects a teacher's impact on student learning. "Exceptional" was easily attained by a less than ambitious scoring plan.	"Full attainment" is too low or too high to accurately represent a teacher's <i>considerable</i> impact on student learning.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook Assessing and Adjusting SGOs
Scoring range is justified by analysis of baseline data and the rigor of the assessment	Scoring range is implied by presented baseline data and the rigor of the assessment.	Scoring range is somewhat reflected by baseline data and the rigor of the assessment.	Scoring range is not reflected by baseline data and the rigor of the assessment.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook

*What is the evaluation process... **Student Growth Percentile?***

Student Growth Percentile (Principal, Assistant, Vice Principal)

- ✓ **Student Growth Percentile** is part of a principal/AP/VP evaluation when the leader has been:
 - Assigned to schools attended by more than 20 separate students who took the grade 4-8 language arts or grade 4-7 math assessment; and
 - Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the assessment, according to the data submitted by the district in its State Submission.
- ✓ Assigned by **October 15** to a school attended by more than 20 separate students who take the 4th-8th-grade Language Arts or 4th-7th-grade state test.
- ✓ Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the test, according to the data submitted by the district in its State Submission.

Median Student Growth Percentile (mSGP) scores provided by the Department will be translated from a 1 – 99 into a 1 - 4 score according to the conversion chart below and then used in a summative rating.

mSGP Score	Evaluation Rating
1 – 20	1.0
21	1.1
22	1.2
23	1.3
24	1.4
25	1.5
26	1.6
27	1.7
28	1.8
29	1.9
30	2.0
31	2.1
32	2.2
33	2.3
34	2.4

mSGP Score	Evaluation Rating
35	2.5
36	2.5
37	2.6
38	2.6
39	2.7
40	2.7
41	2.8
42	2.8
43	2.9
44	2.9
45	3.0
46	3.0
47	3.0
48	3.0
49	3.0

mSGP Score	Evaluation Rating
50	3.0
51	3.0
52	3.0
53	3.0
54	3.0
55	3.0
56	3.1
57	3.1
58	3.2
59	3.2
60	3.3
61	3.3
62	3.4
63	3.4
64	3.4

mSGP Score	Evaluation Rating
65	3.5
66	3.5
67	3.5
68	3.6
69	3.6
70	3.6
71	3.7
72	3.7
73	3.7
74	3.8
75	3.8
76	3.8
77	3.9
78	3.9
79	3.9
80 - 99	4.0

*What is the evaluation process... **Roster Verification?***



2019-2020 Course Roster Verification and Submission

Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th to 7th-grade Math. As explained in several previous communications, the accuracy of each educator's mSGP score is entirely dependent upon the accuracy of the district course roster submission to the Department of Education. This submission lists the students assigned to each teacher for that school year. **The integrity of the mSGP measure of the evaluation system relies on course roster accuracy, which can only be verified at the local level prior to the certification of their official submission. Districts that do not take steps to ensure roster accuracy may provide incorrect summative evaluation data and may even face potential litigation from teachers who receive incorrect scores.**

Roster Data Best Practices

In order to provide the most accurate roster data, districts should strongly consider the following steps shared by several New Jersey districts as best practices:

- Maintain accurate local student information system (SIS) throughout the school year to reflect the realities of enrollment and course section assignments, as these systems serve as the source data used for mSGPs and for many Student Growth Objectives (SGOs).
- Ensure school and district leaders collaborate to establish an efficient process for verifying all course roster data and making appropriate local corrections prior to the end of the school year. This will provide district data managers with ample time to compile district submissions with teacher-verified data when teachers are more easily accessible.
- Utilize the third observation post-conference or annual summary evaluation conference as an opportunity for each teacher to review and correct their course rosters within local district data files as needed.
- Participate in the NJ SMART Course Roster Submission Practice Period from **April 13 to June 30, 2020**. This practice window allows time for districts to prepare data, reach out for technical assistance to the NJ SMART Help Desk as needed, and ensure the submission meets the appropriate technical quality when the official window opens in the summer. Early participation in the practice window will also allow districts to use the NJSMART "Click-by-click Guide to the Roster Verification Process."
- Upload, correct, and certify the official Course Roster Submission between **July 6 and August 3, 2020**.

The Department will link 2019-2020 district Course Roster Submission data with 2020 student level SGP values for each qualifying individual teacher to determine his/her mSGP score. These 2019-2020 mSGP score reports will be accessible to districts along with final summative ratings following the school year.

What is the evaluation process...Administrator Goals?

Administrator Goals (Principal, Assistant, Vice Principal)

- ✓ **Administrator Goals:** These aligned goals are set by principals in consultation with their Chief School Administrators/Assistant Superintendent 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 may be used for Administrator Goals and goals that maintain a sustained focus over multiple years are encouraged.

In consultation with the superintendent, a principal/AP/VP sets between 1-4 achievement goals for the students in his/her building (Administrator Goals), using such measures as:

- Advanced Placement scores
- SAT, ACT scores
- College acceptance rates
- HSPA scores
- Annual measurable objectives (AMOs)
- Graduation rates (in schools under 80 percent)
- Nationally norm-referenced tests

Local districts have discretion to determine the total number of goals each administrator sets. The average score among the total number of Administrator Goals for each administrator should be calculated to determine the final rating.

Administrator Goal

340 students (40 more than last year) will successfully complete an AP course as measured by:

1. A score of 3, 4, or 5 on the AP test and
2. A course grade of C or better.

Administrator Goal

90% of kindergarten students will grow at least 12 sounds at each administration (winter and spring) of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or reach 25 sounds per minute by the end of the school year.

Scoring Plan

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1. Score of 3-5 on AP exam	Greater than 345 students	335-345	310-334	Less than 310
2. Course grade of C or better				

Scoring Plan

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Increase 12 sounds at each DIBELS <u>or</u> 25 sounds/minute by end of year	Greater than 94%	87%-94%	75-86%	Less than 75%

Administrator Goal Form

Principals and assistant/vice principals set 1-4 administrator goals with their superintendent by October 30, each year. The following pages provide a sample goal template that districts may use or they may develop their own forms. A copy of the completed, signed form should be given to the administrator. The central office should retain a copy for personnel purposes.

Table 5: Administrator Goal Form

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion
Focus/Rationale Establish what this goal will focus on. Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take.				
Focus				
Rationale				
Measure/Baseline Data - Identify the measure this goal will address. - Provide the corresponding baseline data.				
Measure				
Baseline				
SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.				
Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.				

Scoring Plan State what percentage/number will describe attainment at each level. Modify the table as needed.				
Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
Approval of Administrator Goal Administrator and supervisor approve the goal and the scoring plan.				
Administrator _____ Signature _____ Date _____ Supervisor _____ Signature _____ Date _____				
Results of Administrator Goal Summarize results using the established scoring plan. Delete and add columns and rows as needed.				
Target	Percent/Number Achieved		Administrator Goal Score	
Notes: Describe any changes made to administrator goal after initial approval because of changes in student population, or other unforeseen circumstances, etc.				
Review Administrator Goal at Annual Conference Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related P, in the outcome of your goal.				
Closure of Administrator Goal: Administrator and supervisor acknowledge completion of this goal and its associated score.				
Administrator _____ Signature _____ Date _____ Supervisor _____ Signature _____ Date _____				

Observations/Post-observation Conference (Principal, Assistant, Vice Principal)

Type of Observation Evidence	Examples (may include, but are not limited to)
Direct The principal is present and leading	- teacher post-observation conference - classroom visitation - hiring interview - Professional Learning Community (PLC), grade level meeting, School Improvement Panel (ScIP)
Indirect The principal's effect is observed indirectly, through the actions of others and artifacts (Collection of Evidence)	- a data meeting led by a teacher leader - stakeholder feedback on a survey - feedback from staff and students - state test and benchmark testing results - meeting agendas and outcomes

Reminders:

- ✓ **Post-conferences are required for all observations for non-tenured and CAP staff members. Required signatures are applied.**
- ✓ The post-observation conference must be held prior to further evaluative observations
- ✓ Observation conference must occur within **7-10 working days** of the observation

In Advance

1. Principal and immediate supervisor review progress of Administrator Goals and PDP
2. Principal submits additional relevant evidence and/or at the immediate supervisor's request
3. Immediate supervisor prepares observation report (draft format, allowing for updates if needed)

During the Conference

1. Discuss evidence collected/submitted during the observation window
2. Discuss progress toward Administrator Goals and PDP
3. Review school and student data (including mSGP scores, if available) to inform any course corrections in established priorities
4. Provide actionable feedback verbally and through the completed observation report
5. Provide an interim observation score as a result of feedback/discussion
6. Final Post-observation conference may be combined with the Annual Summary Conference

What is the evaluation process... **Annual Summative Evaluation Conference/Annual Summary Conference?**

Annual Summative Evaluation Conference (Principal, Assistant, Vice Principal)

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for principal growth.

Summative Evaluation Conference

Annual rating cannot be determined without summative conference form being completed!

Annual performance report means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

Annual summative evaluation rating means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.

Summative Rating: conversion of the Sum of the Weighted Scores, based on the NJDOE Summative Rating Scale: "Ineffective", "Partially Effective", "Effective", or "Highly Effective"

In Advance

1. Immediate supervisor provides Principal with an observation report from the Observation Round
2. Principal submits completed Administrator Goals and PDP
3. Immediate supervisor completes a preliminary annual performance report with rating

During the Conference

1. Discuss evidence collected/submitted regarding practice and provide a final observation score
2. Discuss attainment of Administrator Goals and scores
Discuss SGO, mSGP (where and when applicable) average score for the building, provide a summative score, and review the preliminary annual performance report
3. Discuss progress on PDP and correlation to the feedback on the observations
4. Discuss strengths and potential areas for growth and development

At least 24 hours prior to the post-conference the observer forwards (either electronically and/or hard copy) a copy of the summative conference report review.

Practice: (Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference)

Using specific documentation (observation reports, teacher reflection, etc.) and citing specific evidence, identify and discuss:

- ✓ 1-3 areas of strength
- ✓ 1-3 areas for improvement

STEP #1

Building/Site Growth Objective Score/Administrative Goals:

Using completed eDoctrina to generate respective Building/Site Growth Objective Score
Use evidence and supporting documentation (assessment results, etc.) for Administrative Goals:

- ✓ Successes and challenges of the process
- ✓ Lessons from administrative goals
- ✓ Steps to improve for the next school year and correlation to PDP

STEP #2

Median Student Growth Percentile

Use mSGP scores to discuss implications on summative evaluation and future professional goals:

- ✓ Relationship between mSGP scores and other components of evaluation
- ✓ Impact of score for current observation scores and student achievement measures
- ✓ Use data in PDP

STEP #3

Professional Development Plan (PDP):

Using the current PDP, discuss strategies for improving performance **next year**, such as:

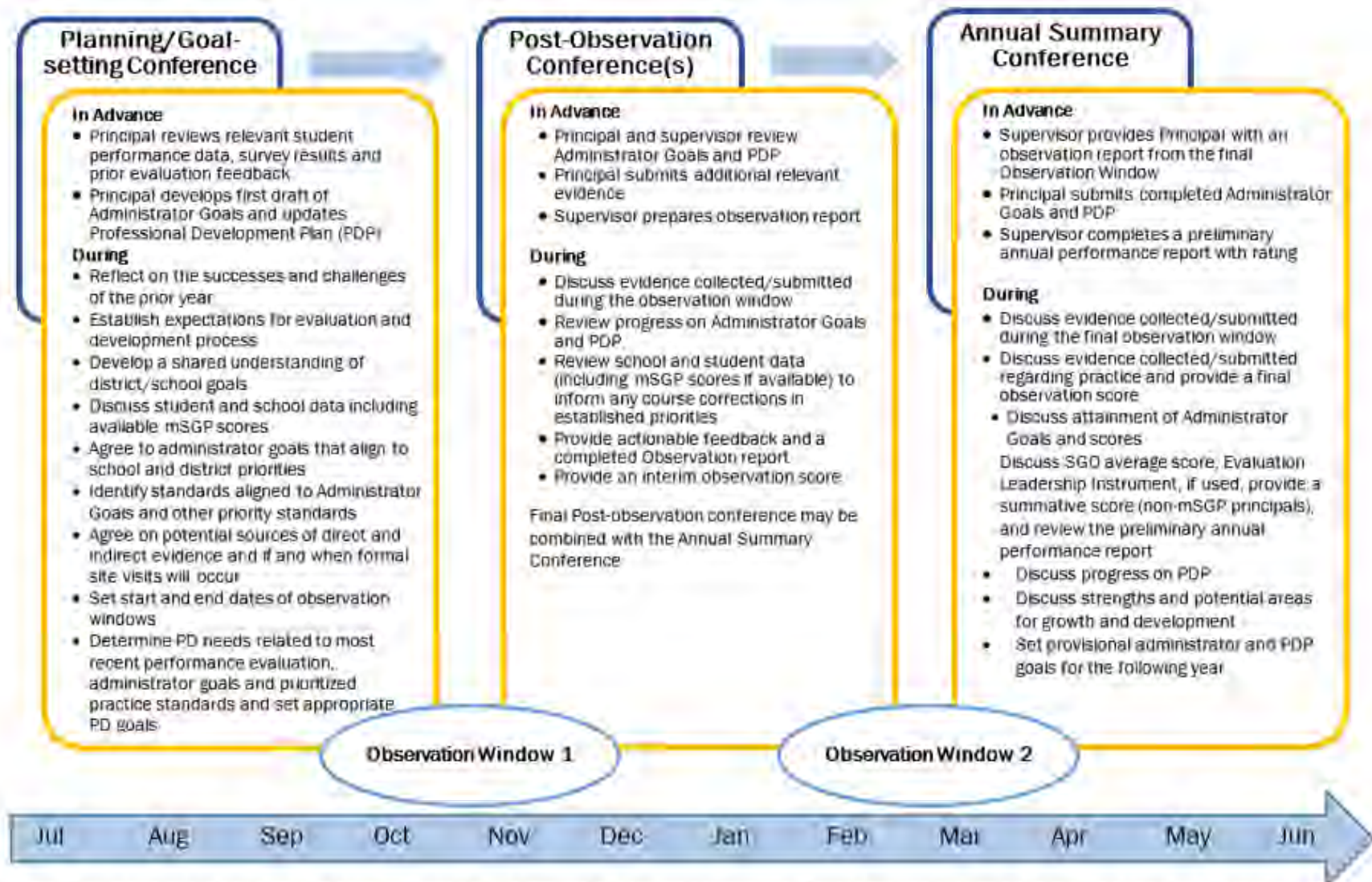
- ✓ Successes and challenges on this year's PDP
- ✓ **Areas of professional development linked to information from evaluation**
- ✓ Components and implementation of **a Corrective Action Plan** if warranted

STEP #4

Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep "signature page" in the teacher's file, listing the sign-off after each observation. (Source: AchieveNJ)

STEP #4

What is the evaluation process... *Planning, Post Conference and Annual Summary Conference?*



Note: The timeline above would apply to a tenured principal who requires at least two observations. For non-tenured principals who require at least three observations, consider starting the first observation window close to the beginning of the administrative year to capture planning and preparation activities.

What is the evaluation process... **Evaluation Scoring?**

Type of Educator	Evaluation Component Weights
mSGP Teachers	• Teacher Practice: 70% • SGO: 25% • mSGP: 5%
Non-mSGP Teachers	• Teacher Practice: 85% • SGO: 15%
mSGP Principals/Aps/VPs	• Principal Practice: 70% • Administrator Goals: 10% • SGO Average: 10% • mSGP Average: 10%
Non-mSGP Principals/APs/VPs	• Principal Practice: 80% • Administrator Goals: 10% • SGO Average: 10%

*What is the evaluation process... **Evaluation Scoring?***

Setting Cut Scores

- In the summer of 2013, approximately 90 educators from across New Jersey worked for three days analyzing data and making contributions to the summative rating scales.
- Educators examined anonymous sample portfolios to review results from SGOs, observation ratings, and, where applicable, SGP data.
- The educators recommended the cut scores below, which the Department has chosen to adopt in full from the standard-setting committee.

Ineffective	Partially Effective	Effective	Highly Effective	
1.0	1.85	2.65	3.5	4.0

PATERSON PUBLIC SCHOOLS



Evidence of Professional Practice:
Digging Deeper to Unpack Professional Educator Performance Standards

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Section II: Directors, Supervisors and Other Administrators
(Associate Chief, Executive Director, Director and Supervisor)

What are the components of the evaluation process?

(Associate Chief, Executive Director, Director and Supervisor)





Annual Planning/Goal-setting Conference

(Associate Chief, Executive Director, Director and Supervisor)

In Advance

- ✓ Administrator reviews relevant District's performance data from multiple sources, survey results and prior evaluation feedback
- ✓ Administrator develops first draft of Growth Objective (where applicable) and updates annual Professional Development Plan (PDP)

During the Conference

Establish a Foundation for Success

- ✓ Reflect on the successes and challenges of the prior year
- ✓ Establish expectations for evaluation and development process

Align and Set Growth Objectives (where applicable)

- ✓ Develop a shared understanding of district/department and school goals
- ✓ Discuss District, department, and school-level data directly correlated to assigned role/focus
- ✓ Align goal and objectives to District, department and school priorities

Determine Observation Protocol

- ✓ Identify domains aligned to goal and objectives
- ✓ Identify other priority domains
- ✓ Agree on potential sources of direct and indirect evidence for each domain – determine the Source of Evidence that will be provided
- ✓ Identify potential opportunities of direct observations based on calendar and work in assigned location
- ✓ Discuss start and end dates of observation windows to capture full scope of work (approximately 2-3 months per round)

Identify and Align Administrator Professional Development Needs

- ✓ Determine professional development needs related to most recent performance evaluation, growth objective and prioritized practice standards
- ✓ Agree to appropriate PD plan and goals. Apply relevant signatures.

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

*What is the evaluation process... **Observations/Post-observation Conference?***

Portfolio/Binder (Collection of Evidence) –

Support observations based on a portfolio/binder of evidence collected over approximately 2-3 months.

Evidence collected from a variety of sources over an extended period of time more accurately and fairly reflects the complexity of the administrator's work.

Process-

Discuss observation Portfolio/Binder (Collection of Evidence), and progress on goals and objectives, PDP goals during in-person, and post-observation conferences.

Dedicated coaching time to provide feedback and discuss progress maximizes administrator's growth and development. Discussion allows for corrections and adjustments in the focus of the evaluation process as needed.

Observers:

- ★ *Must be trained on all observation rubric within purview of service and job description (~NJAC 6A:10-2.2).*
- ★ *Must be employed in the District*
- ★ *Must serve in a supervisory role in the District*
- ★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

Observations/Post-observation Conference

(Associate Chief, Executive Director, Director and Supervisor)

Type of Observation Evidence	Examples (may include, but are not limited to)
Direct The administrator is present and leading	• team meeting facilitation • classroom visitation • hiring interview • Professional Learning Community (PLC), grade level meeting, School Improvement Panel (ScIP)
Indirect The administrator's effect is observed indirectly, through the actions of others and artifacts	• a data meeting led by a teacher leader • stakeholder feedback on a survey • feedback from staff and departments • CST meetings and follow-up sessions • meeting agendas and outcomes

In Advance

- ✓ Administrator and immediate supervisor review progress towards growth objectives and PDP
- ✓ Administrator submits additional relevant evidence at the immediate supervisor's request

During the Conference

- ✓ Discuss evidence collected/submitted during the observation window
- ✓ Discuss progress toward growth objectives and PDP
- ✓ Provide actionable feedback verbally and through the completed observation report

✓ Final Post-observation conference may be combined with the Annual Summary/Summative Evaluation Conference

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

What does the observation process look like tenured and non-tenured supervisors and central office administrators?

Table 6: Observations for Tenured and Non-Tenured Supervisors and Central Office Administrators

Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference
Supervisors	Standards: 1, 2,	Standards: 3, 4,	Standard: 5	Required for "Rated Year".
Tenured Staff (2 observations)	Round One	Round Three	Summative Conference	
Supervisors	Standards: 1, 2,	Standard: 3, 4, 5	Required for "Rated Year".	
Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference

Central Office Administrators	Standards: 1 and 2	Standards: 3 and 4	Standards: 1, 2, 3, 4	Required for "Rated Year"
Tenured Staff (1 observation)	Round Three		Summative Conference	
Central Office Administrators/Staff	Standards: 1, 2, 3, 4		Required for "Rated Year"	

- ✓ At least 24 hours prior to the post-conference the observer forwards (electronically) the staff member a copy of the observation report review.
- ✓ Post conference has taken place within **7-10 workdays**.
- ✓ Post conference included the review of artifacts/evidence for professional practice to support the respective observation
- ✓ All signatures are applied to each observation. Without signatures being applied a "correct" summative conference cannot be generated.
- ✓ All areas of the conference form are addressed as provided on the form during pre- and post-conferences
- ✓ Summative Evaluation Conference is required and addressed as provided on the form within eDoctrina
- ✓ **February 15th** will be used as a cutoff date to determine if a staff member will be observed using Year 1-2 or Year 3-4 guidelines
- ✓ Review the Annual Memorandum Evaluation sent to all staff with the appropriate dates.
- ✓ Principals hired after **February 1st** are required to have one long observation, with a goal setting conference and post-conference and one short observation with a post-conference conducted prior to **April 15th**. These administrators will NOT receive a final summative evaluation score.
- ✓ Administrators hired after March 15th are required to have one (1) observation conducted by April 15th. These administrators will NOT receive a final summative evaluation score.
- ✓ Tenured administrators retuning from leaves and/or sabbaticals will follow the dates and guidelines outlined above and may not receive a summative evaluation.



What does the observation process look like Corrective Action Plan (CAP) supervisors and central office administrators?

Table 7: Observations for CAP Tenured and Non-Tenured Supervisors and Central Office Administrators

Non-Tenured Staff (4 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Supervisors	Standards: 1, 2,	Standards: 3, 4,	Standard: 3, 5	Standard: 3, 4, 5	Required for "Rated Year"

Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Summative Conference
Supervisors	Standards: 1, 2,	Standard: 3, 4, 5	Standard: 3, 4, 5	Required for "Rated Year"

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Non-Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Central Office Administrators	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Required for "Rated Year"

Tenured Staff (2 observations)	Round Two Mid-Year CAP Review		Round Three	Summative Conference
Central Office Administrators/Staff		Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Required for "Rated Year"

In order to ensure educators with CAPs receive all the necessary supports they are due, please the Legal Department. Educators on a CAP must:

- ✓ Remain on the CAP until they receive their next summative rating;
- ✓ Receive a mid-year evaluation to discuss progress towards goals outlined in the CAP; and,
- ✓ Receive at least one observation in addition to the number normally required.
- ✓ Educators should receive the additional observation for every year they are on a CAP, even if the CAP only applies to part of the year.

Performance Evaluation Standards (Associate Chief, Executive Director, Director and Supervisor)

Associate Chief, Executive Director, Director	Supervisor
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1. Leadership

Establishes and Maintains a Shared Vision of Success

2. Staff Development

Develops Staff

3. Effective Management

Manages Resources Effectively

4. Professionalism

Maintains Positive Relations with District and Community

1. Instructional Program Delivery

Supervisors prepare for quality instructional program support using a comprehensive approach.

2. Staff Development

Supervisors develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

3. Leadership

Supervisors deliver quality services to promote *each* student's academic success and well-being.

4. Effective Management

Supervisors increase the probability of advancing *each* student's academic success and well-being.

5. Professional Responsibilities

Supervisors have a responsibility to parents, students, the district, the public and to the education profession.

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

What is the evaluation process... ***Student Achievement?***

Student/Program Growth Objective Average

(Associate Chief, Executive Director, Director and Supervisor)

Student Growth Objective Average (assigned based on school assignment): This measure is an average of every teacher's S/PGO rating for the year with the school.

✓ NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

Program Growth Objective (developed in consultation with immediate supervisor):

- ✓ A large majority of the program/department data sources are represented that correlates to District/school/student needs
- ✓ Start and stop dates include large portion of the school year
- ✓ Reference program/department at the most specific level of state standard(s)/statutes, regulations, etc.
- ✓ Include a significant portion of program/department data sources addressed during the SY
- ✓ Multiple high-quality measures are used to determine program/department starting points
- ✓ All selected area of focus has at least 2-3 credible data source to verify need and focus
- ✓ Highly connected to Cabinet level goals for the School Year
- ✓ NOTE: Certificated Supervisors exclusively assigned to Central Office will be required to develop a Program Growth Objective. Complete on or before October 31st.

Table 8: Program Growth Objective Form

PROGRAM GROWTH OBJECTIVE FORM



Name	School	Assignment	Time-frame
Rationale Name the content standards covered, state the rationale for choosing the Program Growth Objective, including background as necessary. Name and briefly describe the format of the assessment method.			
Rationale: Why?			
Starting Points State the type of information being used to determine starting points and summative scores for each type of group. Modify the table as needed.			
Why?			
Program Growth Objective Describe the student KLE and a specific goal.			
Scoring Plan			
Goal	Attainment Level in Meeting Growth Objective		
	Percentage of Students		
	Exceptional (4)	Full (3)	Partial (2)
			Insufficient (1)

Approval of Program Growth Objective		
Administrator approves scoring plan and assessment used to measure student learning.		
Teacher _____	Date Submitted _____	
Signature _____	Date Approved _____	
Evaluator _____	Signature _____	
Results of Program Growth Objective Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.		
% Students at Target Score	Program Growth Objective Score	
Not Applicable. PGO		
Notes Describe any changes made to Program Growth Objective after initial approval, e.g., because of changes in student population, other unforeseen circumstances, etc.		
Review PGO at Annual Conference Describe successes and challenges, lessons learned from PGO about teaching and student learning, and steps to improve PGOs for next year.		
Teacher _____ Signature _____ Date _____ Evaluator _____ Signature _____ Date _____		

What is the evaluation process... **Annual Summative Evaluation Conference/Annual Summary Conference?**

Annual Summative Evaluation Conference

(Associate Chief, Executive Director, Director and Supervisor)

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for administrator growth.

In Advance

- ✓ Administrator and immediate supervisor review progress towards growth objectives and PDP
- ✓ Administrator submits additional relevant evidence at the immediate supervisor's request

During the Conference

- ✓ Discuss evidence collected/submitted during the observation window
- ✓ Discuss progress toward growth objectives and PDP
- ✓ Provide actionable feedback verbally and through the completed observation report
- ✓ Final Post-observation conference may be combined with the Annual Summary/Summative Evaluation Conference

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

What is the evaluation process... *Annual Summative Evaluation Conference/Annual Summary Conference?*

Annual Summative Evaluation Conference

(Associate Chief, Executive Director, Director and Supervisor)

At least 24 hours prior to the post-conference the observer forwards (either electronically and/or hard copy) a copy of the summative conference report review.

Practice: (Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference)

Using specific documentation (observation reports, teacher reflection, etc.) and citing specific evidence, identify and discuss:

- ✓ 1-3 areas of strength
- ✓ 1-3 areas for improvement

STEP #1

Growth Objective Score:

Use evidence and supporting documentation (assessment results, etc.) for Growth Objectives:

- ✓ Successes and challenges of the process
- ✓ Lessons from administrative goals
- ✓ Steps to improve for the next school year and correlation to PDP
- ✓

STEP #2

Professional Development Plan (PDP):

Using the current PDP, discuss strategies for improving performance **next year**, such as:

- ✓ Successes and challenges on this year's PDP
- ✓ **Areas of professional development linked to information from evaluation**
- ✓ Components and implementation of **a Corrective Action Plan** if warranted

STEP #3

Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep "signature page" in the teacher's file, listing the sign-off after each observation. (Source: AchieveNJ)

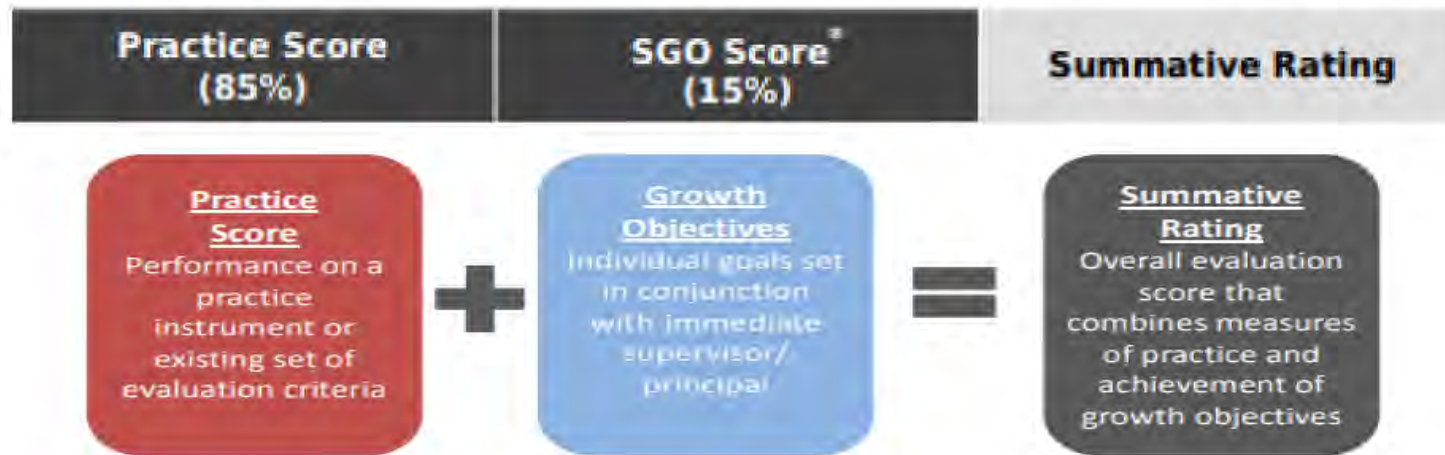
STEP #4

*What is the evaluation process... **Evaluation Scoring?***

Evaluation Scoring

(Associate Chief, Executive Director, Director, and Supervisor)

Each component of an educator's evaluation results in a score between 1 and 4. Each component is weighted according to a formula and the total is added to determine the summative rating.



NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

NJDOE Link: <https://www.nj.gov/education/AchieveNJ/resources/PrincipalEvaluationScoringGuide.pdf>

*What is the evaluation process... **Evaluation Scoring?***

Summary of Process and Cut Score

(Associate Chief, Executive Director, Director, and Supervisor)

Setting Cut Scores

- In the summer of 2013, approximately 90 educators from across New Jersey worked for three days analyzing data and making contributions to the summative rating scales.
- Educators examined anonymous sample portfolios to review results from SGOs, observation ratings, and, where applicable, SGP data.
- The educators recommended the cut scores below, which the Department has chosen to adopt in full from the standard-setting committee.

Ineffective	Partially Effective	Effective	Highly Effective	
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Evidence of Professional Practice:
Digging Deeper to Unpack Professional Educator Performance Standards

