

3223 EVALUATION OF ADMINISTRATORS

The Board of Education recognizes that the continuing evaluation of administrators is essential to the achievement of the educational goals of this district. In order to ensure the greatest benefit to the district of a program of administrator evaluation, the Board shall provide resources for supervision and professional development, time for the proper conduct of evaluations, and time for in-service training to encourage improvement in job performance. The Board will ensure that evaluation practices are consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TeachNJ) and the AchieveNJ administrative codes.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designee shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designee, shall conduct observations for the evaluation of Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The Superintendent will develop, in consultation with administrators, job descriptions for each administrative position. Such job descriptions will state in concise form the program objectives and major responsibilities of the position. The Superintendent shall provide each administrator, no later than October 1 a copy of this policy and the job description and evaluation criteria of his/her position; any amendments made subsequently will be distributed no later than ten days after their adoption.

The Superintendent shall report to the Board on the effectiveness of the evaluation system and shall recommend such changes in the system as may be required to increase its effectiveness.

Tenured Administrators

Tenured administrators shall be evaluated not less than six times per year in order to promote their professional excellence and improve their skills, to enhance pupil learning and growth, and to provide a basis for the review of administrative performance.

TEACHING STAFF MEMBERS
3223
Evaluation of Administrators
M

Regulations Follow

Page 2 of 3

Each tenured administrator, except the Superintendent, shall be evaluated annually by appropriately certified and trained administrators. The Superintendent shall, in consultation with administrators, develop procedures for the evaluation of tenured administrators that include, as a minimum:

1. The collection and reporting of evaluation data appropriate to the job description and evaluation criteria, including observations of the administrator's performance;
2. Observation conferences between the administrator and the evaluating administrator;
3. The preparation of individual professional growth plans;
4. The preparation by the evaluating administrator of an annual written performance report that includes the administrator's performance areas of strength and weakness, an individual professional growth plan developed by the evaluating administrator and the administrator, a summary of available indicators of pupil progress and growth and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual administrator, summative evaluation rubrics, and provision for entry into the record by the administrator, within ten teaching staff working days after the signing of the report, of performance data not included by the evaluating administrator and
5. The annual summary conference between the administrator and the Superintendent or the evaluating administrator shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the administrator's performance based upon the job description and a review of the progress toward the objectives of the individual professional growth plan developed at the previous annual conference and a review of available indicators of pupil progress and growth toward the program objectives. A review of the written performance report and the signing of the report shall be within five working days of the review.

Nontenured Administrators

Nontenured administrators shall be evaluated for the purpose of identifying and correcting deficiencies, improving professional competence, establishing a means for determining reemployment, and improving the quality of the educational program of this district.

The evaluation of nontenured administrators shall be conducted by the appropriately certified administrator and shall include, as a minimum:

1. The observation of the administrator in the performance of duties not less than six times in each school year and not less than once in each semester;

**TEACHING STAFF MEMBERS
3223
Evaluation of Administrators
M**

Regulations Follow

Page 3 of 3

2. The conduct of a conference between the nontenured administrator and the evaluating supervisor no later than five teaching staff working days after each such observation; and
3. The preparation of a written evaluation report of the non-tenured administrator's total performance, which shall be signed and retained by both parties to the conference and may be augmented by the written disclaimer of the nontenured administrator, provided that such disclaimer is submitted no later than ten working days after the conference.

The Superintendent shall provide each nontenured administrator with a copy of this policy on his/her appointment.

N.J.S.A. 18A:27-3.1 et seq.
N.J.A.C. 6A:32-4.4; 6A:32-4.5

First Reading: November 12, 2013
Adopted: December 10, 2013

R 3223 EVALUATION OF ADMNISTRATORS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

“Administrator” means an appropriately certified staff member, employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

“Annual Performance Report” means a written appraisal of the administrator’s performance prepared by the evaluating administrator 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 an administrator’s evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more administrators who are trained on the practice instrument who observe simultaneously.

“Corrective Action Plan” means a written plan developed by an administrator in collaboration with the person being evaluated to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide.

“Department” means the New Jersey Department of Education.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the administrator’s practice instrument are components of the administrator’s evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. The Westfield Board of Education has adopted Kim Marshall’s evaluation model for administrators.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” means a written statement of goals developed by an administrator in collaboration with his/her evaluator, that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to district need, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

“Observation” means a method of collecting data on the performance of an administrator’s assigned duties and responsibilities. Observations for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by his/her evaluator.

“Post-observation conference” means an in-person meeting, between an evaluator who conducted the observation and the administrator for the purpose of reviewing and assessing the data collected at the observation, connecting the data to the administrator practice instrument and the administrator’s individual professional development plan, collecting additional information needed for the evaluation of the administrator, and offering areas to improve effectiveness.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and administrators set for groups of students.

“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.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the administrator of the date or time the observation will be conducted. An unannounced observation will be a minimum of 10 minutes in length. All administrators will be observed a minimum of 6 times per year.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for administrators shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123.b. (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures recommended by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 5 of 16

- c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.
 - e. Ensure the administrator of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2.
 - f. Ensure data elements are collected from the implementation of the administrator practice instrument and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:
 - a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
 - b. Provide training on the administrator practice instrument for any administrator who will conduct observations for the purpose of evaluation of an administrator. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 6 of 16

- c. Annually provide updates and refresher training on the teacher practice instrument for any administrator who will observe teaching practice for the purpose of increasing accuracy and consistency among observers;
- d. Annually require each administrator who will conduct observations for the purpose of evaluation of a teacher to complete two co-observations during the academic year:
 - (1) At least one co-observation shall be completed by December 1;
 - (2) Co-observers shall use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument; and
 - (3) A co-observation may count as a required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4. A co-observation shall count as one required observation under N.J.A.C. 6A:10-4.4.
- e. The Superintendent shall annually certify to the Department that all administrators in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

- 1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.
- 2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 7 of 16

3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.
- G. Evaluation Procedures for Administrators – N.J.A.C. 6A: 10-1.2; N.J.A.C. 6A:10-2.4
1. The provisions outlined in this policy and regulation and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures of administrators.
 2. The Westfield Board of Education has adopted Kim Marshall's evaluation model for administrators. Evaluation policies and procedures requiring the annual evaluation of administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
 - a. Evaluation rubrics for administrators;
 - b. Roles and responsibilities for implementation of evaluation policies and procedures;
 - c. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in N.J.A.C. 6A:10-1.1 et seq.;
 - d. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the Superintendent or designee;
 - e. The process for preparation of individual professional development plans; and
 - f. The process for preparation of an annual written performance report by the Superintendent or designee, and an annual summary conference between the administrator and the Superintendent or designee.

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 8 of 16

3. The annual summary conference between the Superintendent or designee and the administrator shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the following:
 - a. The performance of the administrator based upon the job description and, when applicable, the scores or evidence compiled using the evaluation rubric, including the principal practice instrument;
 - b. The progress of the administrator toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and
 - d. The preliminary annual written performance report.
4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.
5. The annual written performance report for the administrator shall be prepared by the Superintendent or designee and shall include, but not be limited to:
 - a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-5;
 - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the administrator practice instrument;
 - c. An individual professional development plan developed by the Superintendent or designee and the administrator or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
 - d. A summary of student achievement scores or growth indicators.
6. The administrator and the preparer of the annual written performance report shall sign the report within five working days of the review.

7. The annual summary conference and the annual written performance report shall be completed by June 30.
8. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for an administrator as part of his or her personnel file. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the administrator and the Superintendent or designee.
2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the administrator and the Superintendent or designee shall meet to discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the administrator's annual summary conference that occurs at the end of the year of evaluation.
3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the administrator and the Superintendent or designee shall meet to discuss the corrective action plan within fifteen working days following the school district's receipt of the administrator's summative rating.
4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the administrator evaluation rubric;
 - b. Include specific, demonstrable goals for improvement;

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 10 of 16

- c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
 - d. Include timelines for meeting the goal(s).
6. The Superintendent or designee and the administrator on a corrective action plan shall discuss the employee's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.
7. Progress toward the administrator's goals outlined in the corrective action plan, and data and evidence collected by the Superintendent or designee and/or the employee to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the administrator's personnel file and reviewed at the annual summary conference or the mid-year evaluation.
8. Progress toward the goals outlined in the corrective action plan may be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
9. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the Superintendent or designee.
10. The Superintendent, or his or her designee, and the administrator, as appropriate, shall conduct a mid-year evaluation of any administrator pursuant to N.J.S.A. 18A:6-121.c. If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum:
 - a. One observation in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-5.4; and
 - b. One post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 as defined in N.J.A.C. 6A:10-1.2, during which progress toward the administrator's goals outlined in the corrective action plan shall be reviewed.

I. Components of Administrator Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the administrator evaluation rubrics shall apply to staff members holding the position of administrator and holding a valid and effective standard, provisional, or emergency administrative certificate.
2. The administrator evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
 - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and
 - b. Measures of administrator practice pursuant to N.J.A.C. 6A:10-5.3.
3. Each measure shall be converted to a percentage weight, as determined by the Department, so all measures make up 100 percent of the evaluation rubric. All components shall be worth the following percentage weights or fall within the following ranges:
 - a. If, according to N.J.A.C. 6A:10-5.2(b), the administrator receives a median student growth percentile measure as described in N.J.A.C. 6A:10-5.2(c), the measure shall be at least twenty percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
 - b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.
 - c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2, shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
 - d. Measure of administrator practice, as described in N.J.A.C. 6A:10-5.3(b), shall be thirty percent of evaluation rubric rating.
 - e. Measure of leadership practice, as described in N.J.A.C. 6A:10-5.3(c), shall be twenty percent of evaluation rubric rating.
4. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining an administrator's annual summative rating.

J. Student Achievement Components of Administrator Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:
 - a. School-wide student growth percentile of all students assigned to the administrator;
 - b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the administrator; and
 - c. Goals set by administrator in consultation with the Superintendent or designee pursuant to N.J.A.C. 6A:10-5.2, which shall be specific and measurable, based on student growth and/or achievement data.
2. The school-wide student growth percentile score shall be included in the annual summative rating of administrators who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. The school district may assign administrators who are employed in more than one school to the school or schools as appropriate for the percentage of time spent in each school.
3. The Department shall calculate the school-wide student growth percentile for administrators, which includes school-wide mathematics and school-wide English Language Arts scores.
4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for administrators shall be determined according to the following procedures:
 - a. The Principal, in consultation with the Assistant Principal, shall determine prior to the start of the year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.
 - b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.

5. Goals for administrators shall be developed and measured according to the following procedures:
 - a. The Superintendent shall determine for all administrators, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school.
 - b. Administrators shall develop in consultation with the Superintendent or designee, each administrator goal. Assistant Principals shall set goals specific to his or her job description or adopt the same goals as his or her Principal. If the administrator and Superintendent or designee do not agree upon the student growth objectives, the Superintendent or designee shall make the final determination.
 - c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the administrator's personnel file by November 15, 2013, and by October 15 for all subsequent school years.
 - d. The administrator goal score shall be calculated by the Superintendent or designee. The administrator's goal score, if available, shall be discussed at his or her annual summary conference.

- K. Administrator Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3
 1. Measures of administrator practice shall include the following components:
 - a. A measure determined through a Commissioner-approved administrator practice instrument; and
 - b. A leadership measure determined through the Department-created leadership rubric.

 2. Administrator practice component rating shall be based on the measurement of the administrator's performance according to the school district's Commissioner-approved administrator practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the administrator's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.
- L. Administrator Observations – N.J.A.C. 6A:10-5.4
1. The Superintendent or designee shall conduct observations for the evaluation of administrators pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
 2. The Superintendent or designee shall conduct observations for the evaluation of administrators pursuant to N.J.S.A. 18A:6-121.
 3. For the purpose of collecting data for the evaluation of an administrator, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.
 4. Post-observation conferences shall include the following procedures:
 - a. A Superintendent or designee who was present at the observation shall conduct a post-observation conference with the administrator being observed. A post-observation conference shall occur no more than fifteen working days following each observation.
 - b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the administrator practice instrument and the administrator's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.
 - c. With the consent of the observed administrator, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.
 - d. One post-observation conference may be combined with the administrator's annual summary conference as long as it occurs within the required fifteen working days following the observation.

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 15 of 16

- e. A written evaluation report shall be signed by the Superintendent or designee who conducted the observation and post-observation and the administrator who was observed.
 - f. The administrator shall submit his or her written objection(s) of the evaluation within ten working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.
5. Each tenured administrator shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured administrator shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(1) for administrators who are on a corrective action plan.

M. Administrator Practice Instrument – N.J.A.C. 6A:10-6.3

The principal practice instrument approved by the Department shall meet the following criteria:

- 1. Incorporate domains of practice and/or performance criteria that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium incorporated herein by reference, available at:

http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf;
- 2. Include scoring guides for assessing administrator practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion for the four categories: highly effective, effective, partially effective, and ineffective;
- 3. Be based on multiple sources of evidence collected throughout the year;
- 4. Incorporate an assessment of the administrator's leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards;

TEACHING STAFF MEMBERS

R 3223

Evaluation of Administrators

M

Page 16 of 16

5. Incorporate an assessment of the administrator's leadership for high-quality instruction;
6. Include an assessment of the administrator's performance in evaluating teachers; and
7. Include an assessment of the administrator's support for teachers' professional growth.

In Effect: December 10, 2013