

**BURLINGTON COUNTY SPECIAL SERVICES SCHOOL DISTRICT
PRINCIPAL EVALUATION SYSTEM, SY 2009-2010**

Introduction

As part of the federal requirements for states' receiving funding under Phase 2 of the State Fiscal Stabilization Funds Program, all school districts in New Jersey are providing information to the public on the procedures they use to evaluate teachers and principals. The information presented below will help you understand Burlington County Special Services School District's policies and procedures for evaluating principals and assistant principals.

Confidentiality concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of principal evaluation outcomes in those cases where there are fewer than 10 principals in a district.

Section 1. Description of Principal Evaluation System

- A. The Burlington County Special Services School District Board of Education believes that the effective evaluation of principals is essential to the achievement of the educational goals of this district, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of principal performance.

The Board encourages a positive working environment in which the professional growth that results from principal participation in the evaluation process is considered of major importance. Therefore, the Superintendent shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

All principals shall be evaluated against criteria that evolve logically from the administrative priorities and program objectives of each principal as specified in the job description for his/her position.

Criteria must include but need not be limited to consideration of pupil progress; staff improvement; fiscal management skills; professional conduct and growth; human relations skills; program management skills. These criteria shall also apply to requirements for continuing education and shall be incorporated into each principal's Professional Development Plan (PDP).

Evidence of the effectiveness of these considerations are, but not limited to:

- ◆ Staff supervision
- ◆ Review of certificated and non-certificated staff
- ◆ Positive school climate
- ◆ Monitoring of Professional Development sessions

- ◆ Budget development and maintenance
- ◆ Formal and informal discussions with Superintendent/Assistant Superintendent
- ◆ Assessment Data Review
- ◆ Formal observations
- ◆ Observation conferences
- ◆ Summative evaluations

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the principal and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of principals shall be in compliance with law and regulation.

- A. Non-tenured principal performance is evaluated similarly except the formal observation and observation conferences occur at least three times per year.

Section 2. Evaluation Outcomes Tables

BCSSSD does not assign a single, overall rating or level on a single scale for a principal’s annual summative evaluation. The following table identifies principal evaluation outcomes for the 2009/2010 school year. As indicated in the table, 100% of the principals met the district’s criteria for acceptable performance.

BURLINGTON COUNTY SPECIAL SERVICES SCHOOL DISTRICT
 PRINCIPAL EVALUATION RESULTS
 SY 2009-2010

Number of principals meeting the district’s criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
5	5	100%

To protect confidentiality, this info will NOT be posted on our district website since we have fewer than 10 principals.