

HOPATCONG BOROUGH SCHOOLS' 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 Hopatcong Borough Schools' 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

The Hopatcong Borough Schools Board of Education recognizes that the continuing evaluation of administrators is essential to the achievement of educational goals of the district. In order to ensure the greatest benefit to the district of a program of administrator evaluation, the Board provides resources for supervision, professional development, time for proper conduct of evaluations, and time for in-service training to encourage improvement of job performance. District administrators are evaluated in order to promote their professional excellence, improve their educational and leadership skills, enhance pupil learning and growth, and provide a basis for review of administrative performance.

Each tenured administrator is evaluated at least once a year. Non tenured administrators are evaluated at least three times during the school year. All administrators are evaluated by appropriately certified personnel against criteria which evolve logically from the instructional priorities and program objectives. Criteria include but are not limited to consideration of pupil progress; meeting building and district goals; professional conduct and growth; human relations skills, leadership skills and management skills. These criteria also apply to requirements for continuing education and are incorporated into each administrator's professional growth plan (PGP).

Evaluative procedures recognize that the purpose of this goal is to address the professional standards for school leaders and concentrate on the promotion of success for all students:

- A. by creating a vision of learning that is shared and supported by the school community,
- B. by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff development
- C. by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment,

- D. by collaborating with families and community members and responding to diverse community interests and needs,
- E. by acting with integrity, fairness and in an ethical manner,
- F. by understanding, responding to and influencing larger political, social, economic, legal and cultural context.

Section 2. Evaluation Outcomes Tables

**HOPATCONG BOROUGH SCHOOLS: PRINCIPAL EVALUATION RESULTS
SY 2009-2010**

In accordance with the second paragraph of the Introduction section of this document, the Hopatcong Borough Schools have fewer than 10 principals and therefore cannot disclose a statistical summary of principal evaluation outcomes to protect individual confidentiality.