

Chief School Administrator Evaluation Process



Presented by Field Services



New Jersey School Boards Association

www.njsba.org | 609. 695. 7600 | 888.88NJSBA

Overview of Evaluation Process



Ethics Reminder: A Board member whose **relative works in the district** may not take part in the evaluation process.



Legal Guidelines

N.J.S.A. 18A:17-20.3a

- Board shall evaluate performance of superintendent at least **once a year**.
- Evaluation shall be **in writing**.
- Board and superintendent shall **meet to discuss** findings.
- Evaluation will be based on **goals and objectives** of district, **responsibilities** of superintendent and other such **criteria** prescribed by **State Board of Education**.

N.J.A.C. 6A:10-8.1

Annual performance report shall be prepared by **July 1** by majority of Board's total membership and shall include:

- Areas of **strength**
- Areas **needing improvement**
- Recommendations for **professional growth**
- Indicators of **student progress** and growth

Summary conference meeting shall include a majority of the total Board membership.



QSAC Requirements

NJQSAC District Performance Review – Effective July 1, 2018

Governance Indicators	Points
2. The district board of education:	
a. Establishes a policy and a contract with the CSA to annually evaluate him or her based on the adoption of goals and performance measurements that reflect the highest priority is given to student achievement and attention is given to subgroup achievement and each new member has received training on CSA evaluation. N.J.S.A. 18A:17-20.3.	7
b. Completes the CSA evaluation by July 1 [[for both individual and shared district boards of education,]] in accordance with N.J.A.C. 6A:10-8.1(g).	6



Accountability

Evaluation of the Chief School Administrator is the board's means of oversight and appraisal of the effective management of the school district.

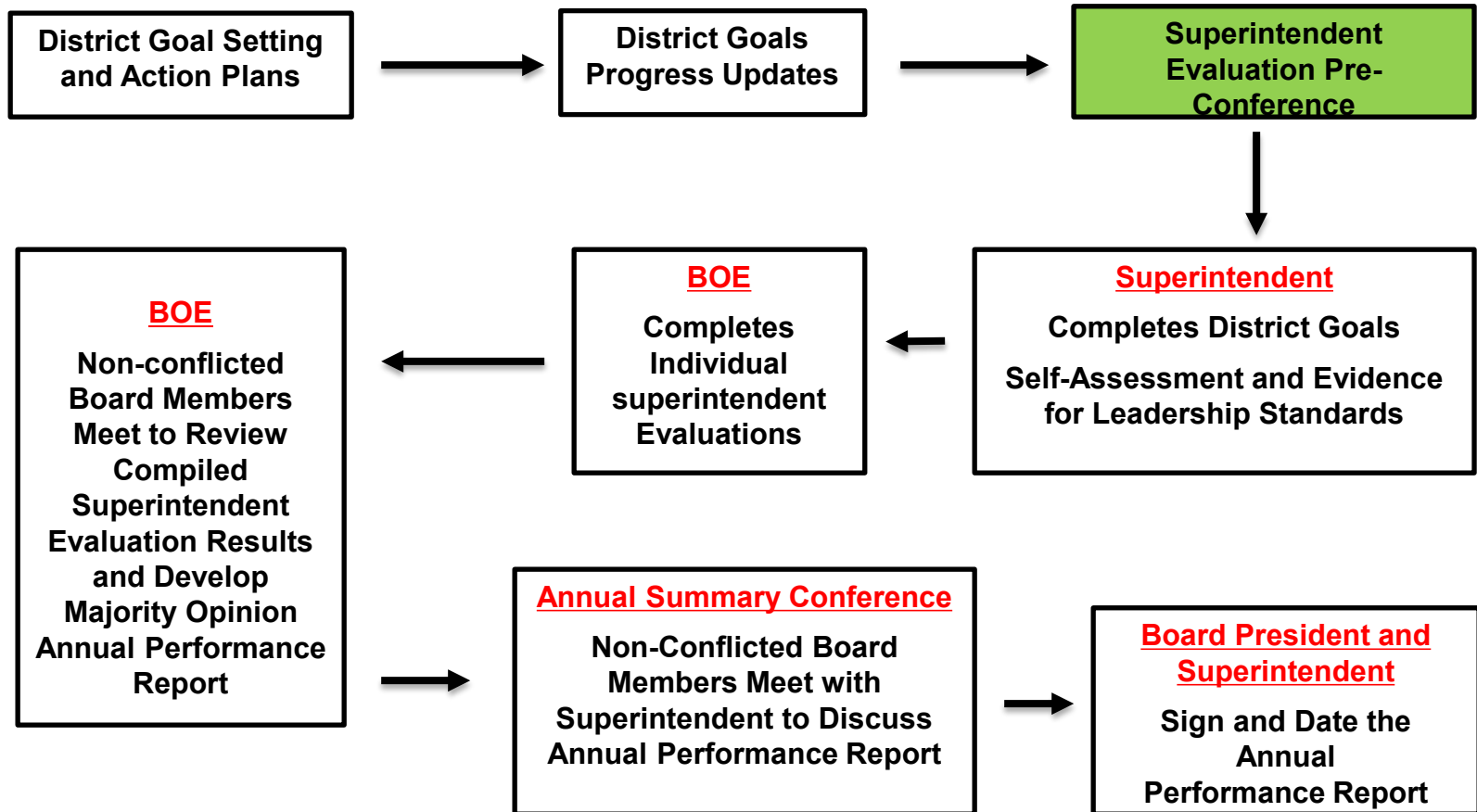


Why is this important?

- How are we doing as a district?
- Were last year's goals achieved?
- Why not?
- What can we do better as we move forward as a school district?



Evaluation Process



Sample Evaluation Calendar

SUPERINTENDENT EVALUATION PROCESS CALENDAR

District Goal Setting:

Who	What	When
Board and Superintendent	Establish annual district goals	June-July
Superintendent	Develop action plans to support goals	July-Aug
Superintendent	Provide progress updates	Ongoing

Superintendent Evaluation Process: (Non-conflicted Board members only)

Who	What	When
Board and Superintendent	Evaluation Pre-Conference	March/ April
Superintendent	Inputs: District goals, achievement assessment, & supporting comments. Links to evidence for the 6 standards for board member consideration.	Late April Early May
Board	Individual members complete their evaluation.	Mid-May
NJSBA	Compiles individual responses	End May
Board	Executive Session meeting to review compilation & determine majority opinion.	End May
Board President or Designee	Develops Summative Evaluation (majority opinion). NJSBA template available or own format. Shares with Superintendent prior to Summary Conference.	June
Board and Superintendent	Executive Session Summary Conference with full Board and Superintendent to discuss Summative Evaluation.	by July 1



Evaluation Tool

A fair and comprehensive evaluation tool and process provides objective measures of performance. Critical components include:

- **Documentation** – multiple sources of evidence
- **Ratings** – measures of performance expectations
- **Criteria** – goals and standards/indicators
- **Written Comments** – useful information for continuous improvement
- **Majority Opinion** reflected
- **Evaluation Conferences** – face-to-face communication to develop a common vision and understanding.



NJSBA Evaluation Tool

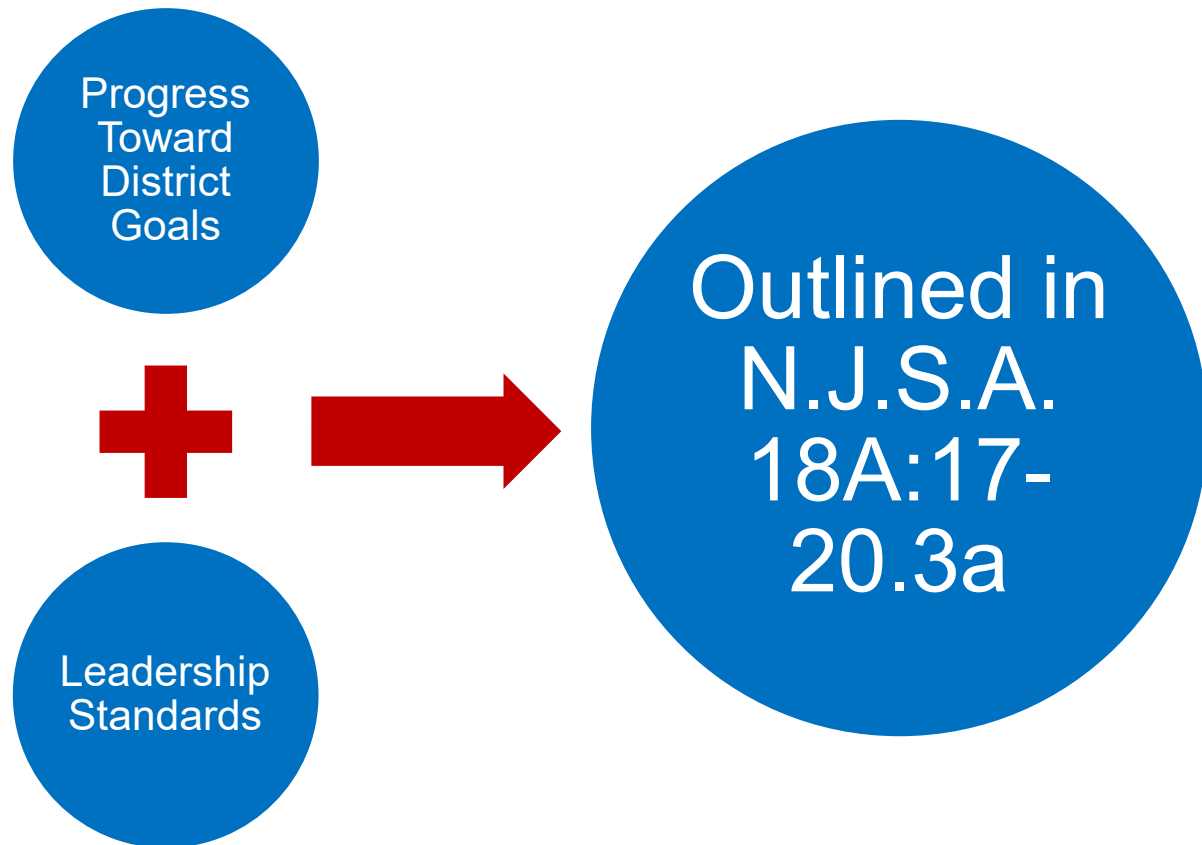


**Collaborative effort
with NJASA**

- **Evaluation tools from other states**
- **Superintendent's job description**
- **Previous evaluation tool**
- **Consistency with Board's role**

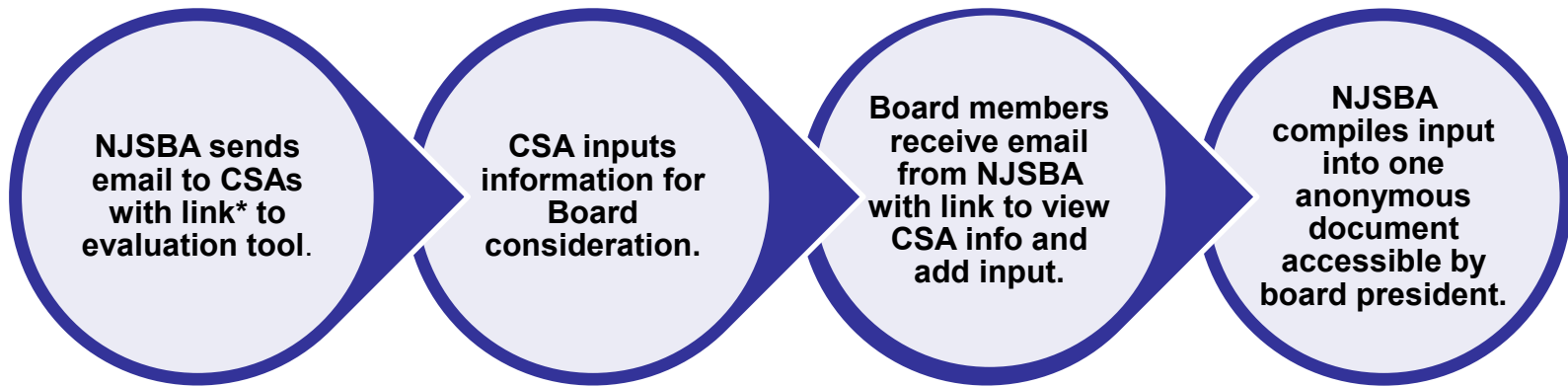


Two Components



Accessing the Evaluation Tool

NJSBA user-name and password needed.



*Link also available on NJSBA website.



District Goals Assessment

GOAL 1		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 1		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				



Sample of Compilation for a Goal

Goal 1

Future Ready Schools

Superintendent's Comments: • *Completed the Commitment and Certification Phases towards FR Certification*

- *Future Ready Team is in place and includes teachers, administrators, the technology department, and students.*
- *Self-Assessment is in process*
- *Submitted Pre-Application*
- *Activities and/or programs that gain points towards certification are being vetted and sorted into shared folders in Google Drive to collect and submit evidence. Final application due June 30. If not certified this year, we will be well prepared for next year.*

Member Comments

- * *The district is well positioned to earn its certification this year.*
- * *The Board provided the resources for success for this goal. Should be seeing more progress.*
- * *Continue to be proactive in regards to the school, staff and students.*
- * *N/A*

RATINGS	SUP	MBR
Achieved		1
Satisfactory Progress Made	X	7
Little or No Progress Made		1



Standards

Professional Standards for Educational Leaders

National Policy Board for Educational Administration

FORMERLY KNOWN AS ISLLC STANDARDS

Assist Boards in identifying areas of strength and where more focus is needed.

Reflect qualities and values of leadership work integral to student success.



Evaluation Standards



Mission, vision, Core Values



Governance, Ethics, and Professional Norms



Operations Management



Curriculum, Instruction, Assessment and School Improvement



Community of Care, Equity and Family Engagement



Professional Capacity/Community of School District Personnel



Standards Ratings Scale

Each rating contains its own definition in relation to the standard.



- Exemplary
- Proficient
- Area for Growth
- Unsatisfactory
- Not Observed



Standards Assessment

Standard Name

STANDARD 1 Mission, Vision, and Core Values

Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education.

Standard

Rating scale definition specifically for this standard

Exemplary	The superintendent consistently advocates, enacts, communicates and
Proficient	The superintendent advocates, enacts and communicates ...
Area for Growth	The superintendent has some success... Continued progress is anticipated.
Unsatisfactory	The superintendent does not advocate, enact or communicate ...
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Resources to Consider

Sample Resources for Standard 1 may include: Communication regarding mission statement, vision statement and connections to district initiatives; agendas/minutes; connections between allocation of resources in budget ...

Superintendent Selected Evidence for Standard 1

(Links to supporting documents provided by Superintendent)

Evidence links provided by CSA (Optional)

Indicators

STANDARD 1 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education.					
1. Has strong shared beliefs and values and a vision of high expectations ...	X				
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establishes priorities, drives decisions ...		X			

Indicator ratings help determine overall standard rating

BOARD MEMBER ASSESSMENT OF STANDARD 1

EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED
○	●	○	○	○

Overall rating of performance on the standard

Board member comments

Board member comments supporting rating:



Sample of Compilation for a Standard

STANDARD 2 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective Educational Leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrate the skills to work effectively with the board that promotes each student's academic success and well-being.					
1. Provides professional advice and keeps the board regularly informed with data, reports, and <u>information which</u> enables the board to make effective, timely decisions.	1	5	2	0	0
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.	2	5	1	0	0
3. Actively and continuously encourages board development by seeking and communicating opportunities.	1	4	3	0	0
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.	0	3	4	0	1
5. Supports and enforces all board policies and communicates changes to those who are affected.	0	5	3	0	0
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.	2	6	0	0	0
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership.	1	6	1	0	0
BOARD MEMBER ASSESSMENT OF STANDARD 2					
EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED	
1	5	2	0	0	

Board members comments would also be displayed.

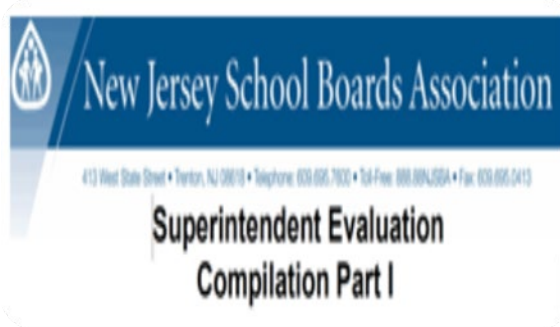


**ARE WE
DONE
YET?**



Not yet!

Next Steps



Compilation is not the evaluation.
Compilation = everyone's opinions.
Evaluation = opinion of Board majority.



Board meets to determine majority opinion using the compilation as a tool.

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

= Majority Opinion
= Superintendent's Evaluation



Annual Performance Report

Annual Performance Report



Written by Board President or designee



Executive session meeting with members to determine **majority opinion** and **supportive comments**. Use compilation as discussion guide.



Must meet legal requirements – progress toward goals, areas of strength, focus areas, etc.



Annual Performance Report

- The Annual Performance Report document is considered to be the actual evaluation.
- Signed by the board president and the superintendent.
- Blank template is sent to the Board president along with the compiled document.

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Superintendent: _____ School Year(s): _____

District: _____

The Board of Education met on _____ to discuss and compile this Annual Performance Report of both the progress toward the achievement of the district's goals and the Superintendent's leadership skills.

In this meeting we reviewed the completed evaluation from ___ board members. The resulting Annual Performance Report was prepared as required by *N.J.S.A. 18A:17-20.3* and *N.J.A.C. 6A:10-8.1*.

OVERALL SUMMARY EVALUATION COMMENTS/REMARKS

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Board President

Superintendent

Date: _____

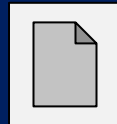
Date: _____



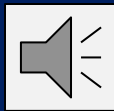
NJSBA Template Annual Performance Report

District Goals Overall Assessment

Using the
Compilation



and board
discussion



Indicate the
viewpoint of the
Board majority

Reflects majority opinion:

Progress Toward District Goals

District Goal #1:	
Indicators of Student Progress:	
<input checked="" type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	

District Goal #2:	
Indicators of Student Progress:	
<input type="checkbox"/>	This goal has been achieved.
<input type="checkbox"/>	Satisfactory progress has been made on this goal.
<input type="checkbox"/>	Little to no progress has been made on this goal.
Supporting remarks:	



Annual Performance Report Template

Leadership Standards Overall Assessment

Leadership Standards

Standard 1: Mission, Vision and Core Values

Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education.



	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and cores values in a manner that includes all district stakeholders and has a strong positive impact on student success.
	PROFICIENT	The superintendent develops the professional capacity/ community of district personel in a manner that promotes student success and well-being
	AREA FOR GROWTH	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.

Remarks supporting rating:



Annual Performance Report Template

Overall Strengths/Growth Areas



Can check more than one box.

The Superintendent demonstrates strength(s) in the following standards:

<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity of School Personnel / Professional Community for Teachers and Staff

Supporting Remarks:

Of the six standards, which areas require professional growth and improvement?

<input type="checkbox"/>	Standard 1: Mission, Vision and Core Values
<input type="checkbox"/>	Standard 2: Governance, Ethics and Professional Norms
<input type="checkbox"/>	Standard 3: Operations Management
<input type="checkbox"/>	Standard 4: Curriculum, Instruction, Assessment and School Improvement
<input type="checkbox"/>	Standard 5: Community of Care, Equity and Family Engagement
<input type="checkbox"/>	Standard 6: Professional Capacity of School Personnel / Professional Community for Teachers and Staff

Supporting Remarks:



Annual Summary Conference

**Board & Superintendent
meet to discuss evaluation –
Annual Performance Report**



By July 1

- **RICE notice to CSA**
- **Share Evaluation prior to Conference**
- **Majority of total members**
- **Minority opinion may be voiced**



Give Your Board Enough Time...

To create a quality evaluation

To be fair

To reflect on the “big picture”

To comply with timelines and requirements

To complete by **July 1**



Considerations



**Not a “once a year”
event – ongoing.**



**Review performance
over a full year.**



**Develop a system to
retain evidence.**



**Progress updates and
two-way communication
are critical.**



**Responsibility of all
eligible members to fully
participate.**



Online Resources

Online CSA Evaluation

[Begin the Superintendent Evaluation Process Now](#)

[Frequently Asked Questions](#)

[Superintendent Tips for CSA Evaluation Evidence Links](#)

[CSA Evaluation Guidebook](#)

[PowerPoint Presentation – Guide to the New Chief School Administrator Evaluation Process](#)

[Webinar: Guide to Using NJSBA's New Chief School Administrator Tool](#)

[New Superintendent Evaluation Adobe PDF \(resource only\)](#)

[Supt Annual Performance Report Template Adobe PDF \(resource only\)](#)

