

Gloucester 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 Gloucester County Special Services 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 Evaluations System

Gloucester County Special Services School District's certificated principals are evaluated in accordance with state law and regulations as well as Board policy and regulations (File code 3223). The Board of Education of the Special Services School District and the Vocational School District of the County of Gloucester encourages a positive working environment in which the professional growth, which results from administrative participation in the evaluation process, is considered of major importance. Therefore, the Superintendent has developed an evaluation that is flexible enough to identify the needs, strengths, and improvement objectives of each principal and assistant principal. The evaluation procedure provides continuous, constructive, cooperative interaction and communication between the Superintendent and the principals and assistant principals thus ensuring a valid basis for performance review. All evaluations are also based on the attainment of district and individual building goals established by the central office administration in conjunction with the building principals. 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 ensuing 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 interest 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.

While the frequency and direct nature of the evaluation for tenured and non-tenured principals and assistant principals is the same, the non-tenured principal/assistant principal is afforded intensive mentoring by the Superintendent and training in all aspects of being a principal in Gloucester County Special Services School District. The ability to use the information taught is the main focus of a non-tenured principal and assistant principal's evaluation.

Section 2. Evaluation Outcomes Tables

To protect confidentiality, DO NOT post on the website if your district has fewer than 10 principals.

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