



GUIDE TO THE CHIEF SCHOOL ADMINISTRATOR EVALUATION PROCESS



A MESSAGE FROM NJSBA AND NJASA

Dear Board of Education Members and Superintendents,

The process of evaluating your district's leadership can prompt valuable conversation and communication that can help boards of education and superintendents move their districts to greater success.

The superintendent evaluation tool you are using was developed by the New Jersey School Boards Association and the New Jersey Association of School Administrators, working collaboratively. Using input from board members and superintendents, we analyzed the process and examined statute and code to ensure the procedures met the guidelines set forth in both.

We looked closely at the document with the goal of making this important process engaging and relevant to today's standards of leadership as adopted by the State Board of Education. During the review process, we examined evaluation tools from other states and studied the job description of the superintendent. We also scrutinized the professional standards for educational leaders, and we translated all that work into the evaluation process and document.

This process emphasizes an assessment pre-conference to facilitate an exchange of information that will assist board members in their completion of the evaluation. The evaluation tool contains standards and indicators, as well as a rubric constructed for each standard. Additionally, there is guidance developed to help boards prepare the final evaluation narrative.

It is our hope boards of education and chief school administrators will jointly benefit from this shared evaluation exercise, and that it will assist them in advancing the achievement of all students.

Dr. Timothy Purnell
NJSBA Executive Director/CEO



Dr. Richard G. Bozza
NJASA Executive Director



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INTRODUCTION TO THE SUPERINTENDENT EVALUATION TOOL AND PROCESS

This guide, along with the accompanying resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

Evaluation of a superintendent's performance is one of a school board's most important and statutorily required responsibilities. A high quality evaluation process helps develop and maintain a positive board-superintendent relationship, clarifies leadership roles, creates common understandings, and provides for accountability.

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

- **Documentation** – multiple sources of supporting evidence
- **Ratings** – measures of performance expectations
- **Criteria** – goals, standards/indicators
- **Written Comments** – provide useful information for continuous improvement
- **Majority Opinion** – process in place to reflect the viewpoint of the Board majority in the superintendent's annual evaluation
- **Evaluation Conferences** – face-to-face communication that is essential to developing a common vision and understanding.

Documentation

In order to develop a complete picture of the superintendent's performance, board members should use multiple evidence-based documents. This evaluation tool allows the superintendent to provide documents that can support his/her accomplishments in both the district goals and the six leadership standards. Board members should use the Selected Evidence provided by the superintendent as reference material when making their assessment of performance.

Each standard contains a suggested listing of resources for board member consideration.

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 that promotes each student's academic success and well-being.



Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; Connections between allocation of resources in budget and Mission and Vision statement; Agendas where data was used to review attainment toward district goals.



Superintendent Selected Evidence for Standard 1

(Documents provided by Superintendent)

Ratings

The category ratings that define measures of expected performance are:

- Exemplary
- Proficient (Expected level of performance)
- Area for Growth
- Unsatisfactory
- Not Observed

The rating scale is in rubric form, with a unique definition of the category rating for each standard. This should provide board members with a reliable interpretation of the rating to ensure consistency among evaluators in assessing how well a standard is performed by the superintendent.

INTRODUCTION TO THE SUPERINTENDENT EVALUATION TOOL AND PROCESS

Standard 1: Mission, Vision and Core Values		
<i>Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.</i>		
Std 1 Sample Rating Scale Definition	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
	PROFICIENT	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
	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.

Criteria

Standards Performance standards define the major categories of expectations of the work, qualities and values of effective educational leaders that promote each student's academic success and well-being.

Indicators Each standard has a listing of indicators that serve as examples of the types of performance that will occur if the standard is being fulfilled.

Ratings of Standards/Indicators While ratings are requested for each indicator, the superintendent's performance is being accessed on the overall accomplishment of the standard. Rating the indicators will ensure that thoughtful consideration has been given to each indicator as a means to an objective assessment as to how well each standard has been performed.

Standard Name	Standard				
STANDARD 1 and INDICATORS	PERFORMANCE LEVEL				
MISSION, VISION and CORE VALUES. Effective educational leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.	X				
2. In collaboration with the board, creates processes to ensure that the district's vision, mission and goals establish priorities, drives decisions and allocation of resources; and reflects student achievement expectations.		X			
3. Leads the ongoing development and review of the district's vision, mission, and both long- and short-term goals; and engages stakeholders in the process.		X			
4. Collects, uses, and shares data to identify goals, assess organizational effectiveness, and promote organizational learning.		X			
BOARD MEMBER ASSESSMENT OF STANDARD 1					
EXEMPLARY	PROFICIENT	AREA FOR GROWTH	UNSATISFACTORY	NOT OBSERVED	
○	○	○	○	○	
Overall Rating of performance on the Standard					

INTRODUCTION TO THE SUPERINTENDENT EVALUATION TOOL AND PROCESS

Written Comments

Superintendent to the Board Written comments offer targeted evidence to the board to support the superintendent's self-assessment rating of the achievement of the district goals.

Board to Board After each goal and standard, board members should support/explain their ratings to provide a clearer understanding to fellow board members. Written comments are especially helpful when the overall rating is exemplary or unsatisfactory.

Board to Superintendent After each goal and standard, the board should use written comments as a valuable communication tool to support/express the viewpoint of the board majority to identify accomplishments, support continuous growth, and provide actionable feedback.

Evaluation Conferences

Evaluation Pre-conference Before the superintendent begins his/her self-assessment, the board and superintendent should have a face-to-face meeting to clarify expectations and accomplishments.

Annual Summary Conference An annual summary conference between the board (majority of total membership present) and the superintendent is required to review the performance of the superintendent in the achievement of the district goals and standards that support student progress.

Process to Reflect the Views of the Board Majority

- Individual board member responses are compiled by NJSBA into one document. No individual board member assessment is identifiable.
- Board reviews the compilation of all responses and determines the majority opinion. (Rice Notice required)
- Board president (or designee) uses the majority opinion to write an Annual Performance Report.
- Annual Performance Report is discussed at the Annual Summary Conference between the board and the superintendent.

INTRODUCTION TO THE SUPERINTENDENT EVALUATION TOOL AND PROCESS

Template for Annual Performance Report

Using the compilation and through board discussion, below is a blank template that can be completed by the board and used to reflect the viewpoint of the Board majority. It can serve as the superintendent's Annual Performance Report.

Progress Toward District Goals

District Goal #1:	
Indicators of Student Progress:	
	This goal has been achieved.
✓	Satisfactory progress has been made on this goal.
	Little to no progress has been made on this goal.
Remarks supporting rating:	

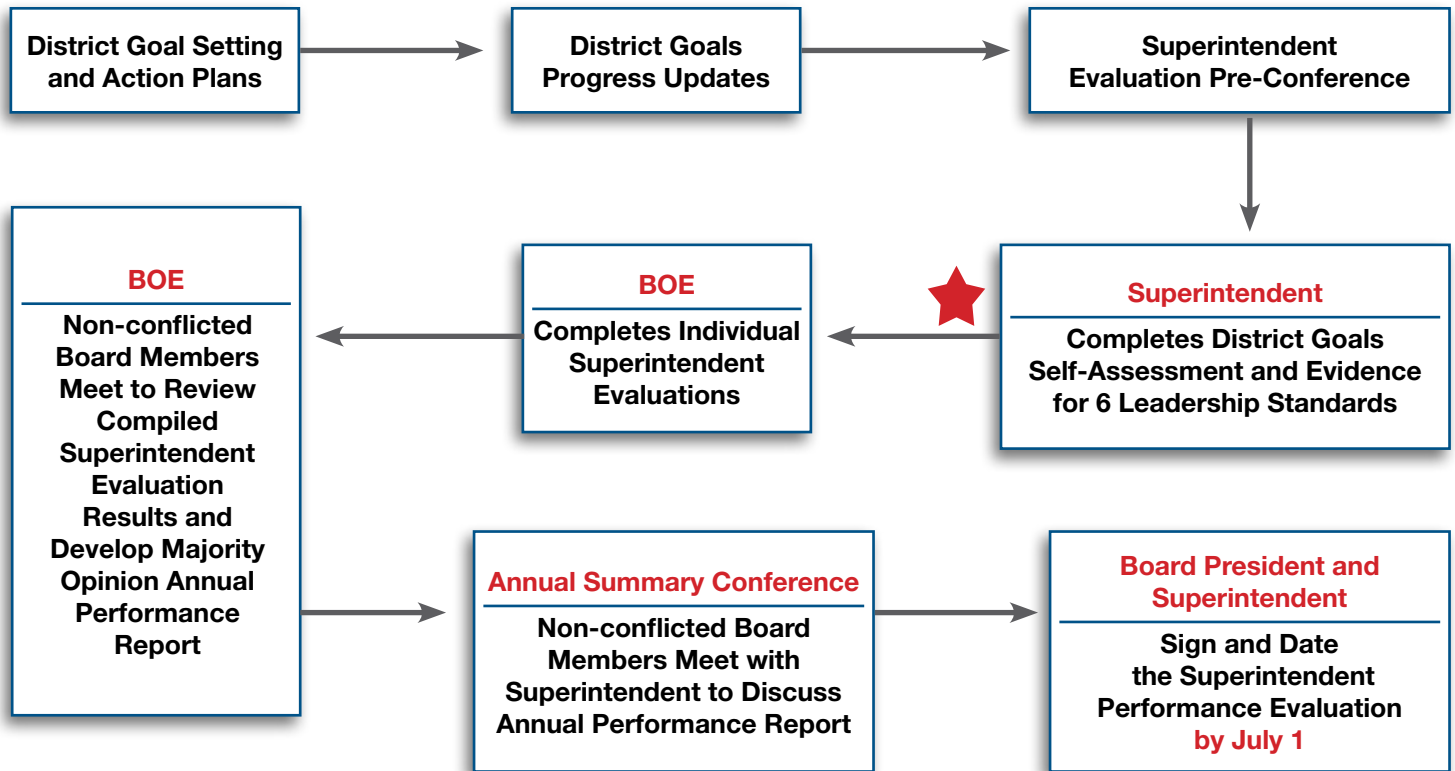
Overall Performance on the Leadership Standards

Standard 1: Mission, Vision and Core Values		
<i>Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
	PROFICIENT	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
	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:		

Overall Strengths/Growth Areas

The Superintendent demonstrates strength(s) in the following standards: Of the six standards, which areas require professional growth and improvement?	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
✓ all that apply	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

SUPERINTENDENT EVALUATION PROCESS FLOWCHART AND CALENDAR



 BOE access to the CSA Evaluation occurs 48 hours after the superintendent completes his/her self-assessment.

Evaluation Process Calendar

District Goal Setting

WHO	WHAT	WHEN	BOE DATES
Board and Superintendent	Establish annual district goals	June – July	
Superintendent	Develop action plans to support goals	July – August	
Superintendent	Provide progress updates	Ongoing	

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

WHO	WHAT	WHEN	BOE DATES
Board and Superintendent	Evaluation Pre-Conference	March/April	
Superintendent	Provides: District goals, achievement assessment, and supporting comments. Provides: 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 and determine majority opinion.	End May	
Board President or Designee	Develops Annual Performance Report (majority opinion); NJSBA template available or own format. Shares with superintendent prior to Annual Summary Conference.	June	
Board and Superintendent	Executive Session Annual Summary Conference with non-conflicted board members and superintendent to discuss Annual Performance Report.	By July 1	

SUPERINTENDENT 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				

GOAL 2		SUPERINTENDENT SELF-RATING		
Description of goal:		Achieved	Satisfactory Progress made	Little or no progress made
Superintendent Comments/Remarks Supporting Rating				
Insert comment here				
GOAL 2		BOARD MEMBER RATING		
		Achieved	Satisfactory Progress made	Little or no progress made
Board Member Comments/Remarks Supporting Rating				
Insert comment here				

SUPERINTENDENT STANDARDS ASSESSMENT

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 that promotes each student’s academic success and well-being.

Exemplary	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
Proficient	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
Area for Growth	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued 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	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 1 may include: Communication regarding Mission Statement, Vision Statement and connections to district initiatives; Agendas/minutes from meetings where statements were developed, reviewed and/or updated; connections between allocation of resources in budget for Mission and Vision statement; agendas where data was used to review attainment toward district goals.

Superintendent Selected Evidence for Standard 1

(Documents provided by Superintendent)

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 that promotes each student’s academic success and well-being.					
1. Has strong shared beliefs and values and a vision of high expectations about what is possible for students and their ability to learn.					
2. In collaboration with the board, creates processes to ensure that the district’s vision, mission and goals establish priorities, drives decisions and allocation of resources, and reflects student achievement expectations.					
3. Leads in the ongoing development and review of the district’s vision, mission, and both long- and short-term goals; and engages stakeholders in the process.					
4. Collects, uses, and shares data to identify goals; assess organizational effectiveness; and promote organizational learning.					
5. Creates, shares and implements plans to achieve district goals.					
6. Commits to continuous and sustainable improvement through a systemic evaluation process that regularly monitors progress toward achieving district goals.					
7. Ensures that the vision, mission and goals are clearly articulated and known to all stakeholders in the community.					

BOARD MEMBER ASSESSMENT OF STANDARD 1

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

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 2 Governance, Ethics and Professional Norms

Effective educational leaders exhibit an understanding of board and superintendent roles, manage the district consistent with board policies and demonstrates the skills to work effectively with the board that promotes each student's academic success and well-being.

Exemplary	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
Proficient	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
Area for Growth	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 2 may include: Reports, data and information provided to the board related to agenda items requiring approval; Communication log and / or documents between the board and superintendent; Listing of policies and regulations approved by the Board; Communication and documents sent to all those affected by new policies and regulations.

Superintendent Selected Evidence for Standard 2

(Documents provided by Superintendent)

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 information which enables the board to make effective, timely decisions.					
2. Promotes a culture of mutual respect and professionalism in their working relationship with the board.					
3. Actively and continuously encourages board development by seeking and communicating opportunities.					
4. Assists and advises the board in the development and revision of policies and establishes regulations to implement adopted policies.					
5. Supports and enforces all board policies and communicates changes to those who are affected.					
6. Acts ethically and professionally in personal conduct, relationships with others, decision-making, and all aspects of school leadership.					
7. Acts with cultural competence and addresses matters of equity and cultural responsiveness in all aspects of leadership					

BOARD MEMBER ASSESSMENT OF STANDARD 2

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

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 3 Operations Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the management of school district operations and resources in a manner that focuses on and enhances student success.
Proficient	The superintendent manages school district operations in a manner that promotes student success.
Area for Growth	The superintendent has had uneven success in the operations management of the district. Progress is anticipated in this standard. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not manage school district operations in a manner that promotes student success.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Artifacts for Standard 3 may include: Mission and vision statement, district and superintendent goals, long range facilities plan, budget and associated community presentations, strategic plan, referendum, technology initiatives and purchase orders, audit, and committee agendas.

Superintendent Selected Evidence for Standard 3

(Documents provided by Superintendent)

STANDARD 3 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders manage school district operations and resources to promote each student's academic success and well-being.					
1. Develops and executes plans, procedures, routines and operational systems that promote the vision, mission, goals, and the day-to-day operations of the district.					
2. Promotes appropriate financial control of the district's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.					
3. Takes budget actions that balance both current and long-range financial needs of students and remains fiscally responsible to the community.					
4. Develops and manages a comprehensive approach to personnel that aligns to the district vision, strategies, and goals.					
5. Promotes safety across the district by keeping abreast of current facilities usage and planning for future needs.					
6. Employs technology to improve the quality and efficiency of operations and management.					

BOARD MEMBER ASSESSMENT OF STANDARD 3

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

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 4 Curriculum, Instruction, Assessment and School Improvement

Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student’s academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student’s academic success and well-being.
Proficient	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 4 may include: Curriculum documents showing alignment to standards and the district mission/vision; allocation of resources (including staff) to maximize success for all students; implementation of technology plan for digital learning, mentor plan, professional development plan and strategic plan; and sharing of data analysis related to academic achievement.

Superintendent Selected Evidence for Standard 4

(Documents provided by Superintendent)

STANDARD 4 INDICATORS	PERFORMANCE LEVEL				
	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
Effective educational leaders develop and support an intellectually rigorous and coherent system of curriculum, instruction and assessment and act as agents of continuous improvement to promote each student’s academic success and well-being.					
1. Aligns systems of curriculum, instruction, programs, and assessment across grade levels to promote the mission, vision, and core values of the district and enables student academic success.					
2. Ensures that each student has equitable access to a thorough and efficient education, effective teachers, learning opportunities, academic and social support, and other resources necessary for success.					
3. Promotes the effective use of technology in the service of teaching and learning.					
4. Uses assessment data to monitor student progress and improve instruction.					
5. Recommends and implement the district’s professional development and mentoring plan.					
6. Engages others in an ongoing process of district improvement.					
7. Develops and promotes educational leadership among teachers and staff for inquiry, experimentations, and innovation.					

BOARD MEMBER ASSESSMENT OF STANDARD 4

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

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 5 Community of Care, Equity and Family Engagement

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Exemplary	The superintendent consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engage families and the community in mutually beneficial manner to promote each student's success and well-being.
Proficient	The superintendent has cultivated and promoted an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students.
Area for Growth	The superintendent has some success in cultivating and promoting an inclusive, caring and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not have success in cultivating and promoting an inclusive, caring and supportive school community for students nor in engaging families for the success and well-being of students.
Not Observed	Not observed – neither positive nor negative.

Sample Resources for Standard 5 may include: School safety plan, school culture surveys, character education curriculum and/or programs, PD on cultural awareness for all staff, positive behavioral programs, meeting schedule for community meeting and events, articles and posts advocating for students, families and community.

Superintendent Selected Documentation for Standard 5

(Documents provided by Superintendent)

STANDARD 5 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways while cultivating and inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Builds and maintains a safe, caring and healthy school environment.					
2. Ensures that each student is treated fairly in a positive and unbiased manner with an understanding of each student's culture and context.					
3. Promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.					
4. Cultivates and reinforces positive student conduct.					
5. Engages in regular and open two way communications with families and the community about the district, students' needs, challenges and accomplishments to foster parental involvement and community support.					
6. Maintains an accessible presence in the community to understand its strengths and needs, develop productive relationship and engage its resources for the district.					
7. Advocates publicly for the needs and priorities of students, families and the community at the local, state and federal levels.					

BOARD MEMBER ASSESSMENT OF STANDARD 5

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

Board member comments supporting rating:

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SUPERINTENDENT STANDARDS ASSESSMENT

STANDARD 6 Professional Capacity/Community of School District Personnel

Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.

Exemplary	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
Proficient	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
Area for Growth	The superintendent has some success in developing the professional capacity/community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
Unsatisfactory	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
Not Observed	Insufficient personal experience to evaluate – neither positive nor negative.

Sample Resources for Standard 6 may include: : Job postings, interview questions and/or tasks, board resolution for hire, resolution for re-appointment of staff, evaluation spreadsheet, job descriptions, personnel policies, collective bargaining proposal, collective bargaining agreement, and recognition of staff or other relevant data or documents.

Superintendent Selected Evidence for Standard 6

(Documents provided by Superintendent)

STANDARD 6 INDICATORS	PERFORMANCE LEVEL				
Effective educational leaders develop the professional capacity and practice of school personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.	Exemplary	Proficient	Area for Growth	Unsatisfactory	Not Observed
1. Consistent with Board of Education polices, recruits, hires and retains personnel and provides a system of support, supervision and consistent evaluation.					
2. Ensures that all staff are evaluated in accordance with established procedures.					
3. Recommends employees for contract renewal or tenure in a timely manner.					
4. Develops workplace conditions for teachers and other professional staff that promotes effective professional development, practice and student learning.					
5. Develops and supports open, productive, caring, and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.					
6. Provides direction and supervision in the development and implementation of sound personnel policies, including clearly defined roles and job descriptions.					
7. Supervises administration of the collective bargaining agreement and serves as a resource in negotiations.					

BOARD MEMBER ASSESSMENT OF STANDARD 6

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

Board member comments supporting rating:

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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*.

Progress Toward District Goals

District Goal #1:	
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:	

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:	

District Goal #3:	
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:	

District Goal #4:	
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:	

District Goal #5:	
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:	

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Leadership Standards

Standard 1: Mission, Vision and Core Values		
<i>Effective Educational Leaders advocate, enact, and communicate a shared mission, vision and core values of high quality education that promotes each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently advocates, enacts, communicates and sustains a shared mission, vision and core values in a manner that includes all district stakeholders and has a strong positive impact on student success.
	PROFICIENT	The superintendent advocates, enacts and communicates a shared mission, vision and core values in a manner that promotes student success.
	AREA FOR GROWTH	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Improvement is needed in some aspects of this standard. Continued 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:		

Standard 2: Governance, Ethics and Professional Norms		
<i>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.</i>		
	EXEMPLARY	The superintendent consistently demonstrates and significantly exceeds the skills to manage the district in an ethical and professional manner that contributes to a highly effective board-superintendent team.
	PROFICIENT	The superintendent demonstrates the skills to manage the district in an ethical and professional manner which assists his/her work with the board.
	AREA FOR GROWTH	The superintendent demonstrates some of the skills to manage the district in an ethical and professional manner which assists his/her work with the board. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not demonstrate the skills to manage the district in an ethical and professional manner.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 3: Operations Management		
<i>Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the management of school operations and resources in a manner that focuses on and enhances student success.
	PROFICIENT	The superintendent manages school operations in a manner that promotes student success.
	AREA FOR GROWTH	The superintendent has had uneven success in the operations management of the district. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not manage school operates in a manner that promotes student success.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

Standard 4: Curriculum, Instruction, Assessment and School Improvement		
<i>Effective Leaders develop and support an intellectually rigorous and coherent systems of curriculum, instruction, and assessment and act as agents of continuous improvement to promote each student's academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the support and development of a rigorous and coherent system of curriculum, instruction, assessment and continuous school improvement that provides for each student's academic success and well-being.
	PROFICIENT	The superintendent supports the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
	AREA FOR GROWTH	The superintendent has some success in supporting the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not support the development of a rigorous and coherent system of curriculum, instruction, assessment and school improvement in a manner that promotes student success and well-being.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 5: Community of Care, Equity and Family Engagement		
<i>Effective education leaders engage families and the community in meaningful and beneficial ways while cultivating an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</i>		
	EXEMPLARY	The superintendent has consistently and significantly exceeded in cultivating and promoting an inclusive, caring and supportive school community that engages families and the community in a mutually beneficial manner to promote each student's success and well-being.
	PROFICIENT	The superintendent has cultivated and promoted an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students.
	AREA FOR GROWTH	The superintendent had some success in cultivating and promoting an inclusive, caring, and supportive school community for students and engaged families for the success and well-being of all students. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent did not have success in cultivating and promoting an inclusive, caring, and supportive school community for students nor in engaging families for the success and well-being of all students.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

Standard 6: Professional Capacity/Community of School District Personnel		
<i>Effective educational leaders develop the professional capacity and practice of school district personnel, fostering an engaged community of teachers and professional staff to promote each students academic success and well-being.</i>		
	EXEMPLARY	The superintendent consistently and significantly exceeds the development of a professional capacity/community of district personnel in a manner that focuses on and improves each student's success and well-being.
	PROFICIENT	The superintendent develops the professional capacity/ community of district personnel in a manner that promotes student success and well-being.
	AREA FOR GROWTH	The superintendent has some success in developing the professional capacity/ community of district personnel. Improvement is needed in some aspects of this standard. Continued progress is anticipated in this standard.
	UNSATISFACTORY	The superintendent does not develop the professional capacity/community of district personnel in a manner that promotes student success and well-being.
	NOT OBSERVED	Neither positive nor negative. Insufficient personal experience to evaluate.
Remarks supporting rating:		

SUPERINTENDENT ANNUAL PERFORMANCE REPORT

The Superintendent demonstrates strength(s) in the following standards:	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

Of the six standards, which areas require professional growth and improvement?	
	Standard 1: Mission, Vision and Core Values
	Standard 2: Governance, Ethics and Professional Norms
	Standard 3: Operations Management
	Standard 4: Curriculum, Instruction, Assessment and School Improvement
	Standard 5: Community of Care, Equity and Family Engagement
	Standard 6: Professional Capacity/Community of School District Personnel
Supporting Remarks:	

OVERALL SUMMARY EVALUATION COMMENTS/REMARKS

Board President

Superintendent

Date: _____

Date: _____

FAQ: SUPERINTENDENT ANNUAL EVALUATION

Will the evaluation process be online?

Yes, the online process was designed to gather the information and compile it in a timely and efficient manner for the board of education to complete the process. The new evaluation will be online for the upcoming evaluation time frame.

What is the evaluation “pre-conference”?

The evaluation pre-conference is an important step in the process. The evaluation period covers the entire school year. This gives the CSA the opportunity to present, and the board to review, evidence and documentation of the progress toward the district goals as well as indicators of pupil progress. The CSA can also provide supporting documents for the board for consideration when completing the leadership standards portion of the evaluation. This review and discussion is the starting point for the evaluation process.

How many district goals should our CSA have?

A best practice is to limit the district goals to no more than four goals. District goals should address what needs to be accomplished overall and should be specific but not limiting. There may be occasion where a board and superintendent have good reason to add another goal in a specific year, but our best advice is to limit the district goals to no more than four. After the board and CSA have decided on district goals, they need to include in the discussion the measurements and indicators of progress that will be used in determining the achievement of the goals.

What about merit goals?

Merit goals are contractual and are not included in the annual evaluation of the CSA.

Do we have to use the CSA Annual Performance Report document?

The CSA Annual Performance Evaluation was developed as a tool for boards to use either as the annual evaluation or as an outline or guideline in writing an annual summary narrative. If the board and CSA decide they prefer an annual summary narrative, they are free to do so.

Who meets with the CSA to review the annual performance report?

The review of the annual performance report should take place during a regular meeting of the board and should be attended by all board members who do not have an ethical consideration.

Is the meeting to review the annual performance report held in public or in closed/executive session?

As this is a personnel matter, the meeting to review the annual performance report should be held in executive session. The Superintendent should also receive Rice Notice at least 48 hours in advance of this meeting and for any other meeting where performance is discussed by the board of education.

Who participates in the evaluation process for the Superintendent?

All board members who do not have a conflict due to ethical considerations should participate in the annual evaluation of the CSA.

How do I know if I am “conflicted” or have an ethical consideration?

If a board member has a relative that is employed by the district where they are a board member, they may not participate in the annual evaluation of the CSA. “Relative” is anyone related to you by blood, marriage or adoption. Please seek the advice of your board attorney to determine if you have an ethical consideration that would preclude you from participation in the evaluation process.

I am a new board member, am I permitted to participate?

There is nothing that prohibits new board members from participating in the process. If a new board member feels as though they do not possess enough information or experience to form an opinion, they may choose not to participate. This evaluation tool does have a rating category of “Not Observed”. It is defined as “not enough personal knowledge to rate” and is neither positive nor negative to the results. It does allow newer board members to participate to the extent of their personal experience.

Our district is in a send/receive relationship and I am the sending rep. Can I evaluate both my district’s superintendent and the receiving district’s superintendent?

If, as a sending rep, you are a member of the receiving district’s board of education, you can participate in both the evaluation of your district’s CSA and the evaluation of the CSA in the receiving district.

What is the deadline for completion of the CSA evaluation?

The statutory deadline for completion of the process including the summary conference is July 1st.

Our Board reorganizes in April/May. How does that impact our completion of the superintendent’s evaluation?

The board of education that was in place for the school year should perform the evaluation of the CSA. They should adjust their timelines accordingly to evaluate the CSA prior to reorganization.

What if the superintendent disagrees with something on the evaluation?

As per statute, the CSA may enter into the record performance data not included in the annual summary report within 10 teaching staff member working days after the completion of the report.

NEW JERSEY STATUTE AND ADMINISTRATIVE CODE

N.J.S.A. 18A:17-20.3a Evaluation of Superintendent's Performance

Every local board of education having a superintendent shall evaluate the performance of the superintendent at least once a year. Each evaluation shall be in writing, a copy shall be provided to the superintendent and the superintendent and the board shall meet to discuss the findings. The evaluation shall be based upon the goals and objectives of the district, the responsibilities of the superintendent and such other criteria as the State Board of Education shall by regulation prescribe. Any contract entered into pursuant to N.J.S.A. 18A:17 -15 shall provide for an evaluation pursuant to this section and may provide for additional evaluation criteria or procedures which shall not be inconsistent with the regulations of the State board.

N.J.A.C. 6A:10-8.1 Evaluation of Chief School Administrators

- (a) Each district board of education shall adopt a policy and implementation procedures requiring the annual evaluation of the chief school administrator by the district board of education.
- (b) The purpose of the annual evaluation shall be to:
1. Promote professional excellence and improve the skills of the chief school administrator;
 2. Improve the quality of the education received by the students served by the public schools; and
 3. Provide a basis for the review of the chief school administrator's performance.
- (c) The policy and procedures shall be developed by the district board of education after consultation with the chief school administrator and shall include, but not be limited to:
1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;
 2. Development of a job description and evaluation criteria based upon the district board of education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the chief school administrator;
 3. Specification of data collection and reporting methods appropriate to the job description;
 4. Provision for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the district board of education and the chief school administrator; and
 5. Preparation of an annual performance report by a majority of the full membership of the district board of education and an annual summary conference between a majority of the total membership of the district board of education and the chief school administrator.
- (d) The district board of education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the district board of education.
- (e) The evaluation policy shall be distributed to the chief school administrator upon adoption by the district board of education. Amendments to the policy shall be distributed within 10 teaching staff member working days after adoption.
- (f) The annual summary conference between the district board of education, with a majority of its total membership present, and the chief school administrator shall be held before the performance report is filed. The conference shall be held in private, unless the chief school administrator requests that it be held in public. The conference shall include, but not be limited to, review of the following:
1. Performance of the chief school administrator based upon the job description;
 2. Progress of the chief school administrator in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
 3. Indicators of student progress and growth toward program objectives.
- (g) The annual performance report shall be prepared by July 1 by a majority of the district board of education's total membership and shall include, but not be limited to:
1. Performance area(s) of strength;
 2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in(c) 2 above;
 3. Recommendations for professional growth and development;
 4. A summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the chief school administrator's performance; and
 5. Provision for performance data not included in the report to be entered into the record by the chief school administrator within 10 teaching staff member working days after the report's completion.
- (h) The provisions of this section are the minimum requirements for the evaluation of a chief school administrator.
- (i) The evaluation procedure for a nontenured chief school administrator shall be completed by July 1 each year.
- (j) Each newly appointed or elected district board of education member shall complete a New Jersey School Boards Association training program on the evaluation of the chief school administrator within six months of the commencement of his or her term of office pursuant to *N.J.S.A. 18A:17-20.3.b*.
- (k) Each district board of education shall add to a chief school administrator's personnel file all performance reports and supporting data, including, but not limited to, indicators of student progress and growth. The records shall be confidential and not be subject to public inspection or copying pursuant to the Open Public Records Act, *N.J.S.A. 47:1A-1 et seq.*

Our Field Services staff is available to assist you.

To find contact information for your Field Service Representative, use the QR code or the link below.



www.njsba.org/services/field-services



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