

HAMILTON TOWNSHIP SCHOOL DISTRICT PRINCIPAL EVALUATION SYSTEM



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 highlights several critical areas in the Hamilton Township School District's policies and procedures for evaluating administrators.

Purpose

Every community is vitally interested in the quality of education provided by its local school system. The Hamilton Township School District believes that one major factor contributing to the high quality of education is effective building leadership. We also believe that leadership development is enhanced when the actions of administrators are evaluated with a view to stimulating professional growth and improving leadership performance.

Foundation

Based on the standards set for school leaders, the document used to evaluate a district administrator supports the vision of school administrators as instructional leaders of their environment. These standards are:

- Built from the raw materials of leadership, reflecting the actual work of the school leader
- Anchored in teaching and learning
- Focused on student achievement; and
- Concerned with ensuring the success of all children

The table below identifies the indicators used in all administrative evaluations:

1	Exceeds expected performance levels Completes responsibilities at high level of proficiency
2	Meets expected performance levels Completes responsibilities satisfactorily
3	Area of Concern Expected performance not effective—professional growth needed
4	Unsatisfactory Does not meet expected performance levels. Often fails to complete responsibilities at expected levels of proficiency

Please note:

Because the Hamilton Township School District has fewer than 10 building principals, confidentiality rules permit this district from posting the yearly result of these evaluations.

Procedure

Each tenured administrator is evaluated once annually while non-tenured administrators are given two evaluations per year. The district Superintendent evaluates all building Principals and Directors. Assistant Principals and Administrative Supervisors are evaluated by their respective building Principal.

System Design

Evaluations assess the extent of progress shown by the administrator in professional performance, specify improvement recommendations, and express administrative commendations for successful professional service to this school district over the course of the school year. Performance responsibilities include:

- Instructional Leadership – assessing the ability to influence the instructional program in positive ways
- Visionary Leadership – assessing a shared image of the future through individual professional growth and with the entire school community
- Organizational Leadership – evaluating the ability to create and sustain an organizational culture that promotes high standards and expectations
- Moral/Ethical Leadership – assessing the ability to make difficult decisions and appropriate choices for the right reasons.
- Managerial Leadership – evaluating the requirement of good management as well as good leadership and ensuring that the operational processes in the school are effective and efficient.

All administrators are required to submit a Professional Growth Plan inclusive of a minimum of three professional goals at the time of their post-conference. In addition, there are required goals for any areas where there was an *Area of Concern* or an *Unsatisfactory* rating on the evaluation tool.

Outcome

The Hamilton Township School District is proud to be a school community committed to learning, growing, and achieving together as is reflected in our vision statement. We work together to meet the challenges in a district of wide-range diversity. The administrative evaluation instrument promotes



specific areas of strength and weakness—always emphasizing opportunities for growth and development. Through all of this, educational leaders are encouraged and expected to promote effective teacher leadership within their respective buildings.