Sussex County Charter School for Technology
PRINCIPAL EVALUATION SYSTEM
SY 2011-2012

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 The Sussex County Charter School for Technology's 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 Sussex County Charter School for Technology believes that the effective evaluation of its administrative/supervisory staff is essential to the achievement of the educational goals of the school, including student achievement of the New Jersey Core Curriculum Content Standards as well as administrative achievement of the New Jersey Professional Standards for School Leaders. The focus of administrative and supervisory evaluations shifts the focus of the job to place emphasis on the role of the administrator as educational leader concerned with teaching, learning and school improvement, as well as with efficient management and administration.

The Board of Trustees encourages a positive working environment in which the professional growth results from participation in professional learning communities, the creation of a Professional Growth Plan and eventually, the creation of a Professional Growth Portfolio which includes artifacts to indicate growth in each standard.

Administrative and Supervisory staff are formally evaluated a minimum of one time per year regardless of tenure status. The Principal/Lead Person is evaluated directly by the Board of Trustees. The Principal/Lead Person evaluates other administrative or supervisory staff. A variety of performance indicators are evaluated and supporting evidence obtained for each of the following standards for school leaders:

1. School administration shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

2. School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. School administrators shall be educational leaders who promote the success of all students by ensuring the management of the organization, operation and resources for a safe, efficient and effective learning environment.

4. School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

5. School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

6. School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

In addition to formal observation/visits and work portfolios, the evaluative process also includes school climate indicators, documentation of completed teacher evaluations and other administrative duties, principal self evaluation, and performance based on alignment to the school's Self-Evaluation Accountability Plan, presented yearly as part of the school's Annual Report.

The Board of Trustees and Administration use the results of the evaluation process to help plan professional development opportunities, inform administrators' Professional Growth Plans, make recommendations for continued employment and to select administrators for specific roles or duties.

Section 2. Evaluation Outcomes Tables

Sussex County Charter School for Technology
PRINCIPAL EVALUATION RESULTS
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Number of principals meeting the district's criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
2	2	100%