

# Chief School Administrator Evaluation Process & Tool



Presented by Field Services



New Jersey School Boards Association

[www.njsba.org](http://www.njsba.org) | 609. 695. 7600 | 888.88NJSBA

# Agenda



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



# Accountability

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



# 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.



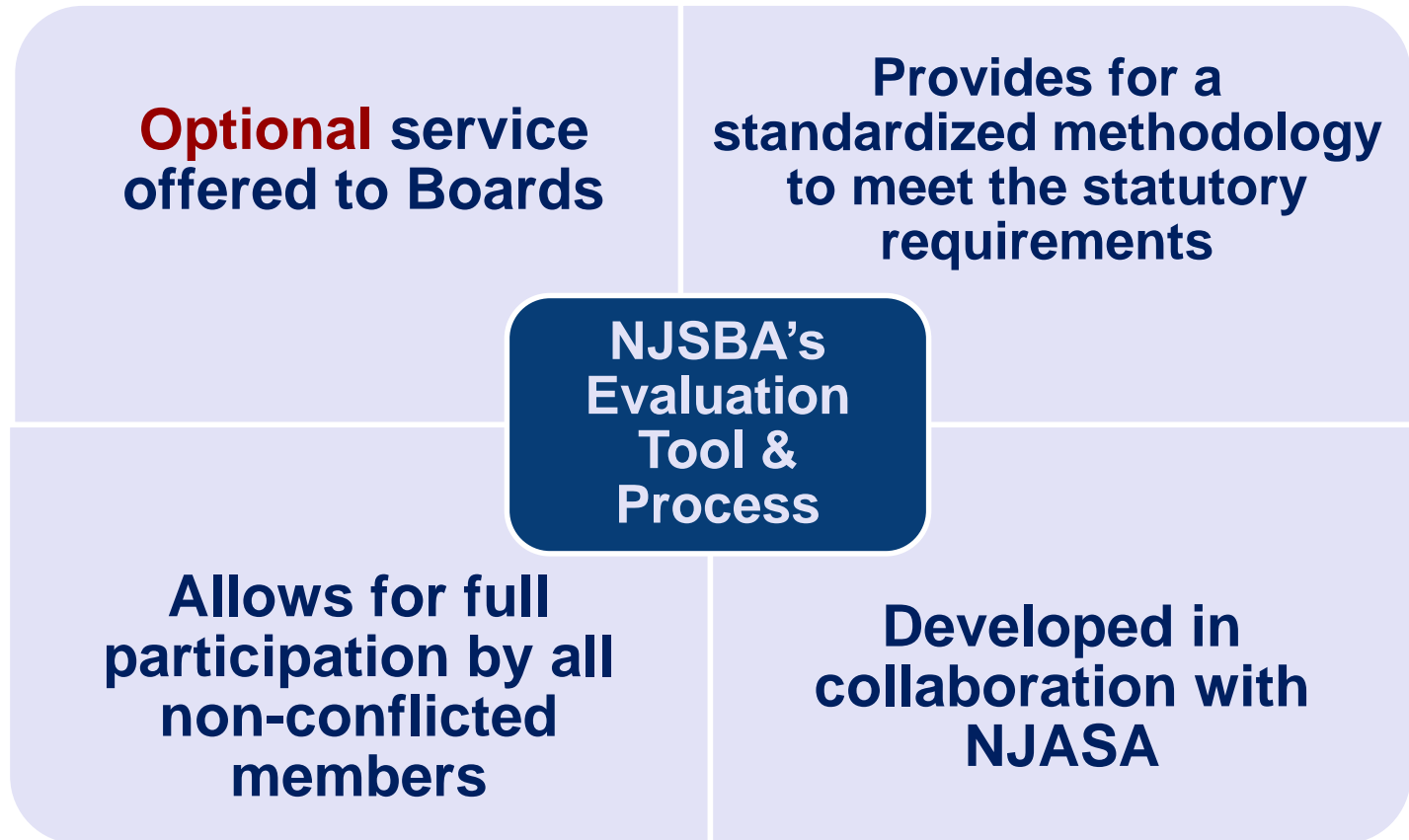
# QSAC Requirements

NJQSAC District Performance Review – Effective July 1, 2018

Governance Indicators	Points
<b>2. The district board of education:</b>	
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.	<b>7</b>
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).	<b>6</b>



# Is Use of NJSBA's Evaluation Tool and Process Required?



# Key Questions Before Using NJSBA's CSA Evaluation Tool & Process

1

## Is the District Census up-to-date?

- Board President designated
- All Board Members & Sending District Reps added
- All board members & sending reps emails accurate

2

## Has the Board identified all members conflicted from participating in the CSA Evaluation Process?

If President is conflicted, is alternate member assigned to lead the process?

3

## Has the Board developed a CSA Evaluation Calendar?



# 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

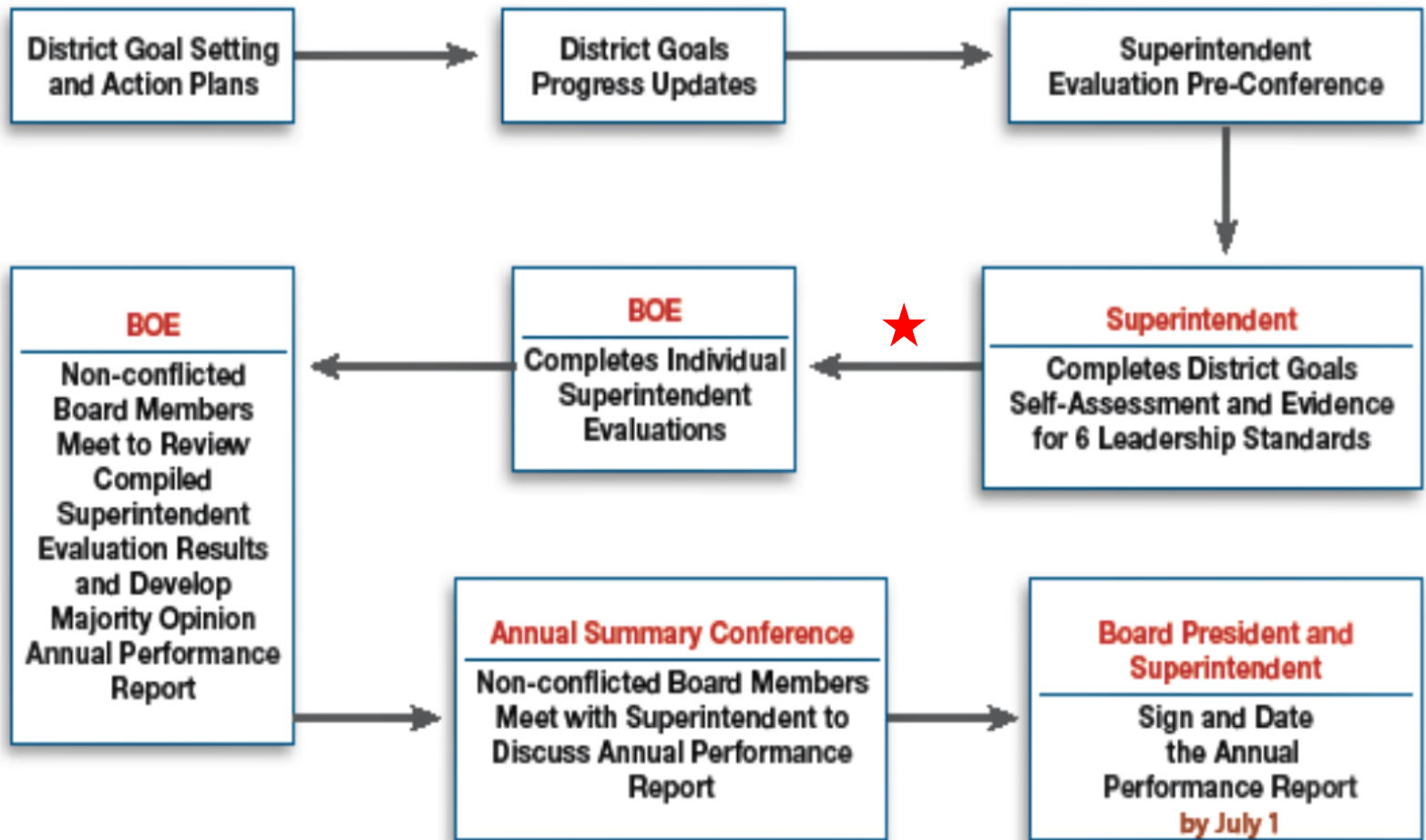
### Superintendent Evaluation Process: (Non-conflicted Board members only)

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 Process



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



# Pre-Evaluation Conference



## Pre-evaluation Conference

to discuss/share:

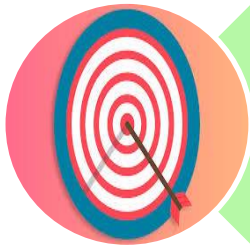
- Progress on goals
- Performance based on standards
- Student progress
- Questions/ concerns



# District Goals Assessment

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

...The evaluation shall be based on the goals and objectives of the district...



**3-5 most critical focus areas for the year to move the district forward and advance student achievement. Hold superintendent accountable through the evaluation process.**



**Annual collaborative process between Board and the Superintendent.**  
**(Some goals may be multi-year.)**



**Action plans are developed by the superintendent that include indicators of success. Board should receive regular progress updates.**



# 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		
<p><b>Consider the action plan and progress updates – did Superintendent do what was outlined?</b></p> <p><b>Be fair and flexible in considering COVID-19 impact.</b></p>		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

2015

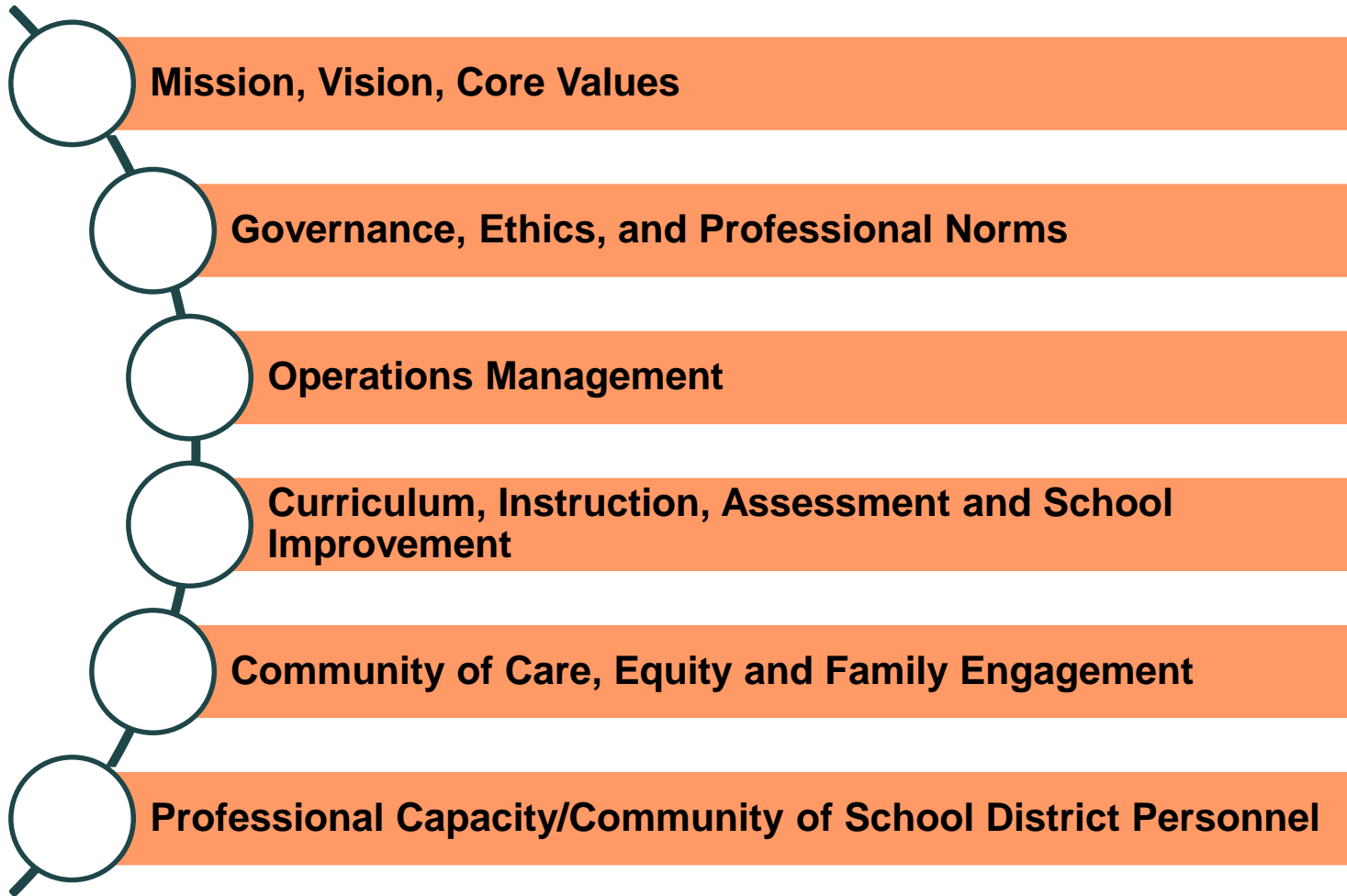
Formerly known as  
ISLLC Standards  
October 2015

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

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



# Standards



# Standards Assessment

**Standard Name**

**Standard**

**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.

**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 ...

**Evidence links provided by Superintendent**

Superintendent Selected Evidence for Standard 1

*(Links to supporting documents provided by Superintendent)*

**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
<b>BOARD MEMBER ASSESSMENT OF STANDARD 2</b>					
<b>EXEMPLARY</b>	<b>PROFICIENT</b>	<b>AREA FOR GROWTH</b>	<b>UNSATISFACTORY</b>	<b>NOT OBSERVED</b>	
1	5	2	0	0	

Board members comments would also be displayed.



# Annual Performance Report

## Compilation –

Data source to determine majority opinion. Includes everyone's opinions.

Compilation  
of Everyone's  
Opinions

## Majority Opinion -

Basis of Annual Performance Report.

Majority  
Opinion

**Annual Performance Report** – Evaluation that reflects majority opinion of performance on goals, standards, strengths, and focus areas.

Annual  
Performance  
Report



# Annual Performance Report

## Steps to Final Outcome

### Full Board Meets to Discuss/Identify Majority Opinion

Start with compilation

or

Start with compilation and draft written  
by Board President



### Annual Performance Report Written by Board President

Actual Evaluation

Reflects Agreed Upon Majority Opinion



### Discussed at Annual Summary Conference

All non-conflicted members attend.  
Minority opinion expressed verbally.

Signed by superintendent and board  
president.



# Annual Performance Report Template

## District Goals Overall Assessment

### Superintendent Annual Performance Evaluation

Superintendent: \_\_\_\_\_ School Year(s): \_\_\_\_\_

District: \_\_\_\_\_

The Board of Education met on \_\_\_\_\_ to discuss and compile this summative evaluation of both the progress toward the achievement of the district's goals for \_\_\_\_\_ and the Superintendent's leadership skills.

In this meeting we reviewed the completed evaluation from \_\_\_ board members. The resulting summative report reflects the opinion of the majority of the board as is required by N.J.S.A. 18A:17-20.3 and NJAC 6A:10-8.1.

#### 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.

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.*



	<b>EXEMPLARY</b>	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.
	<b>PROFICIENT</b>	The superintendent develops the professional capacity/ community of district personel in a manner that promotes student success and well-being
	<b>AREA FOR GROWTH</b>	The superintendent has some success in advocating, enacting and communicating a shared mission, vision and core values. Progress is anticipated in this standard.
	<b>UNSATISFACTORY</b>	The superintendent does not advocate, enact or communicate a shared mission, vision and core values in a manner that promotes student success.
	<b>NOT OBSERVED</b>	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.

Option to also provide overall Summary Evaluation comments/remarks.

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

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

**Supporting Remarks:**

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

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

**Supporting Remarks:**



# If the Board/CSA Team Wants to Highlight School District COVID-19 Emergency Management...How?

## Some Options

### Goals

Develop a district COVID-19 emergency management statement and add it as an additional goal.

### Standards

Superintendent provides COVID-19 emergency management evidence using the Standards Selected Evidence links and board members provide comments under each appropriate Standard.

### Annual Performance Report

Board develops and adds a majority opinion COVID-19 emergency management assessment summary statement in the Overall Summary Comments block.



# Annual Summary Conference

**Board & Superintendent  
meet to discuss evaluation**



**By July 1**

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





# 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 CSA EVALUATION PROCESS NOW**

 [Frequently Asked Questions](#)

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

 [CSA Evaluation Guidebook](#)

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

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

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

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

<https://www.njsba.org/services/field-services/online-evaluations/>

