



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Excellent Educators For New Jersey: Principal Evaluation Pilot Program NGO Technical Assistance

May 2012



Moderators

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Objectives of the TA Session

- Provide an overview of New Jersey's principal evaluation system
- Explain the pilot program eligibility rules, funding formula and awards process
- Review details and requirements for participation in the pilot program
- Review NGO application, budget and timeline information
- Address questions from participants

Overview of a Principal Effectiveness Evaluation System

Why Evaluate Principal Effectiveness?

Improving principal effectiveness is central to:

- Improving student outcomes - because principals provide leadership for
 - Fostering a rigorous curriculum
 - Supporting teachers in delivering high quality instruction
 - Connecting with the external community
- Retaining effective teachers - because principals have responsibility for
 - School working conditions
 - Focusing the school culture on collaboration, student learning and educator learning
 - Developing staff and exiting ineffective personnel

NJ's Goals for a Principal Evaluation System

- Clarify the expectations for performance and provide a common vocabulary and understanding of what principals **need to know and be able to do**
- Implement principal practice measures that yield **accurate and differentiated levels of performance**
- Provide meaningful feedback to inform a **development plan for individual growth**
- Generate **multiple measures of performance** data to inform personnel decisions

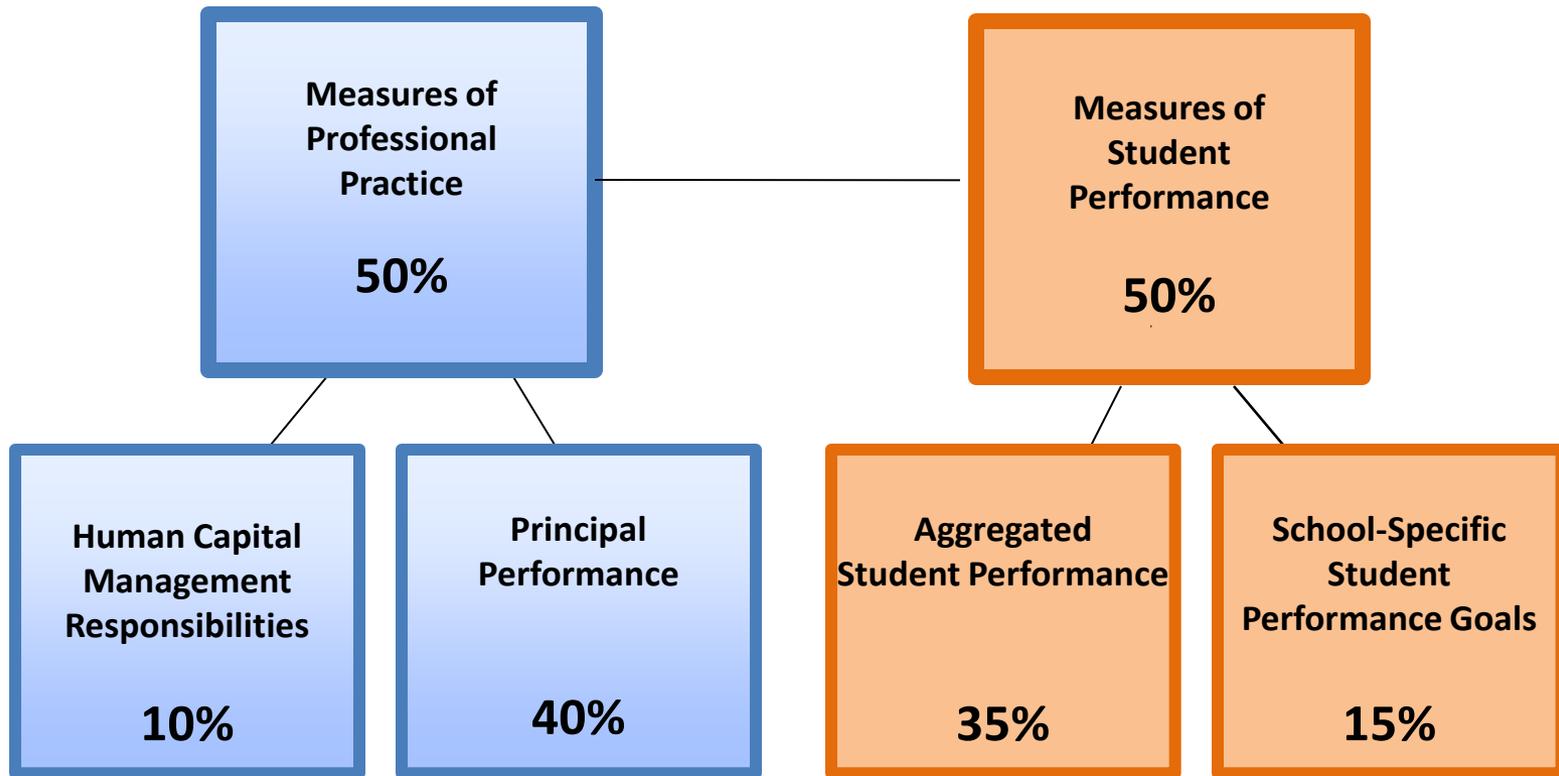


*To increase achievement for all students*₆

Principal Evaluation System Characteristics

- Alignment with standards of effective leadership practices (ISLLC 2008)
- Multiple measures of principal performance and student performance
- Four summative rating categories that clearly differentiate levels of performance
 - Highly effective, effective, partially effective, ineffective
- Linkage from evaluation findings to professional development to meet the needs of educators at all levels of practice
- Annual cycle of review and feedback

Components of the Principal Evaluation System



Pilot Program Rationale and Benefits

Reasons for Conducting a Pilot Program

- Implement the Educator Effectiveness Task Force recommendations for the evaluation of principals
- Engage in instrument testing and/or development and data-gathering
- Provide timely and considered feedback to the NJDOE to inform ongoing planning for statewide scale-up and implementation
- Engage district educators and stakeholders in shaping the new system
- Receive objective review by external researcher

Benefits of Participation in the Pilot Program

- Financial and resource support from State
 - Grant funding, cross-pilot sharing, on-site implementation support, communications support
- Opportunity to be involved in shaping the evaluation system and informing implementation
- Extended time to implement and test system before statewide stakes attached

Pilot Program Eligibility Rules, Funding Considerations and Awards Process

Eligibility and Options for Pilot Participation

- All LEAs including charter schools **except**
Jointure Commissions
Educational Services Commissions
County Special Services School Districts
- Individual or consortium applicants
- Each LEA may submit only **one** application: **either** as an individual LEA **or** as part of a consortium
- An LEA that does not apply as a single applicant may apply as a consortium lead agency or may join other LEAs as a consortium member
- An LEA **may not** belong to more than one consortium

Reasons for Allowing Consortium Applicants

- School district configurations and sending schools
- Recommendation from CSAs
- Opportunity to learn together and leverage resources

Requirements for Consortium Applicants

- Consortium participation must be district-wide
- Each consortium must identify a lead agency responsible for completing the application and constructing **one** budget representing the needs of all consortium member districts
- Regional determination will be contingent on the location of the lead agency
- Lead agency will be responsible to conduct all procurements on behalf of consortium districts – no sub-grants allowed
- Lead agency submits the application under their DUNS number
- Formation of a consortium management team

Funding Considerations

- Total funding available – \$500,000
- 100% federally funded under Race to the Top, Phase Three (RTTT3)
- No single award, including the 2% lead agency administration fee, will exceed \$50,000
- At minimum, 10 LEA/consortium awards will be funded
- Any costs exceeding award amount must be borne by grantee

Awards Process

- Awards given in rank order of application review score by region, subject to availability of federal funds
 - No separate review process for consortium applications
- Funding determined by number of active administrators and principals
 - **(Number of Principals x \$1,000) + (Number of LEAs x \$3,000) + Allocation for Administrator Training Costs**
 - Allocation for Administrator Training Costs is based on total number of administrators in applicant LEA/consortium

Total Number of Administrators	Allocation for Administrator Training Costs
Up to 40	\$12,000
41-80	\$24,000
> 80	\$30,000

Sample Funding Formula: Single LEA Applicant

Table A: Total Number of Principals To Be Evaluated	Total
Principals in District <i>(do not include vice/assistant principals)</i>	7

Table B: Total Number of Administrators					
# in Central Office	# of Principals	# of VP/APs	# of Supervisors	# of Other (school board members, etc)	Total
20	7	2	3	2	34

Grant Award Calculation					
# of principals X \$1000	+	\$3000	+	Allocation for Administrator Training Costs (Table values)	Grant Award
\$7,000	+	\$3,000	+	\$12,000 =	\$22,000

Sample Funding Formula: Consortium Applicant

Table A: Total Number of Principals in Consortium	Total
All Principals in Consortium (<i>do not include vice/assistant principals</i>)	15

Table B: Total Number of Administrators						
LEA Name	# in Central Office	# of Principals	# of VP/APs	# of Supervisors	# of Other (school board members, etc)	Total
District A	20	7	2	3	2	34
District B	22	8	3	3	2	28
Grand Total						62

Grant Award Calculation									
# of Principals X \$1000	+	# of LEAs X \$3000	+	Allocation for Administrator Training Costs (Table values)	=	Sub-Total	+	2% of Subtotal	Grant Award
\$15,000	+	\$6,000	+	\$24,000	=	\$45,000	+	\$900	\$45,900

General Pilot Project Requirements

General Project Requirements

- Convene **District Evaluation Pilot Advisory Committee (DEPAC)** and if applicable, consortium management team
- Develop and implement **communications plan**
- Secure **principal practice instrument**
- **Align** principal and teacher **evaluation systems**
- **Implement a data management system** to store and analyze evaluation data

General Project Requirements (cont.)

- Provide comprehensive **training** and ongoing **coaching** and **support** for evaluators and principals
- Create a process for linking evaluation results to individual, school and district **professional development planning**
- **Develop**, test, and/or adapt evaluation components, measures, processes and sources of evidence
- **Collaborate with NJDOE**
- **Collaborate with external researcher**

The Professional Practice Component of the Evaluation System

(schematic provided)

Required Principal Practice Evaluation Instrument Criteria

- Is **research-based or evidence-supported** as defined in NGO
- Incorporates **domains of practice and/or performance criteria** that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium
- Includes rubrics that distinguish among a minimum of **four levels of performance**
- Is based on **multiple sources of evidence**
- Incorporates evidence from a **minimum of two school site-based observations** of principals' practice per year and three for non-tenured principals

Required Principal Practice Evaluation Instrument Criteria (cont.)

- Includes an assessment of **progress** on at least one individual, school, and/or district **performance goal** related to professional practice
- Incorporates **feedback from teachers** regarding principal performance
- May include **feedback from other stakeholder groups** (such as parents or students) as deemed appropriate to individual, school, or district performance goals.
- Incorporates an **assessment** of the principal's leadership for implementing a rigorous **curriculum and assessments** aligned to the NJ Core Curriculum Content standards.
- Incorporates an assessment of the principal's leadership for **high-quality instruction, evaluating teachers, and supporting teachers' professional growth**

Selecting a Principal Practice Evaluation Instrument

- LEAs/consortia may select a provider from the list in Appendix H of the NGO or may select another provider that offers an evidence-supported or research-based principal practice evaluation instrument consistent with the criteria set forth in the NGO
- Inclusion of a provider on the provided list does not constitute an endorsement of the provider by the NJDOE. However, these instruments have been reviewed and found to be consistent with the criteria in the NGO

Training Requirements

- Training on the instrument is required for all district- and school-level administrators, including, but not limited to:
 - Superintendents
 - Assistant superintendents
 - Directors
 - Mentors (as required by L2L program)
 - Other administrative staff responsible for evaluating or supporting principals
 - All principals, vice/assistant principals, and supervisors

Training Requirements (cont.)

- Evaluators must demonstrate that they can apply the principal performance evaluation instrument accurately and consistently
- Training providers must issue certificates or statements of assurances that the evaluators have completed training on the instrument and its application by October 31, 2012
- Follow-up training and support for central office administrators (evaluators) must be provided to address implementation issues and concerns

Additional Implementation Requirements

- Districts must create a process to audit/check the accuracy and consistency of those evaluating principals at least once per semester during the pilot year
- Evaluator performance must be audited in each district participating in a consortium

Assessing Human Capital Management Responsibilities

- **10% of the principal's professional practice evaluation score is based on the principal's effectiveness in human capital management responsibilities**
- Those evaluating principals will be expected to seek evidence of the principal's effectiveness in :
 - **Fulfilling** the requirements of **district policies** for the **supervision** and **evaluation** of teachers;
 - **Observing** and **rating** teachers consistently and accurately;
 - **Conducting pre- and post- observation conferences** and providing teachers with **feedback** that will support them in improving their practice

Assessing Human Capital Management Responsibilities (cont.)

- Those evaluating principals may also seek evidence of the principal's effectiveness in :
 - **Recruiting and/or retaining** teaching staff;
 - Developing and monitoring **teachers'** required individual **professional development plans**;
 - **Managing** the implementation of the required **school level professional development plan**;
 - Providing opportunities for **collaborative work time**; and
 - Providing high **quality professional development** opportunities for staff.

Other Tools for Assessing Principal Practice

- Participants are encouraged to supplement their principal practice evaluation instrument by testing the use of 360° Surveys (e.g., Val-Ed)
- Scores from these instruments can be used as formative sources of feedback to inform the principal's professional growth plan

The Student Achievement Component of the Evaluation System

(schematic provided)

Requirements for Student Achievement Components

- 50% of a principal's evaluation must be based on direct measures of student achievement as demonstrated by assessments and other evaluations of student work
 - 35% of the total evaluation score must be derived from **aggregated** measures of student achievement
 - 15% of the total evaluation score must be based on **school-specific goals** related to student performance of a targeted subset of students
- Where goal-setting is required, participants will be expected to develop "S.M.A.R.T." goals
 - Goals that are strategic and specific, measurable, attainable, results-based and time-bound

Student Achievement Components (cont.)

- Much of the work around student achievement measures during the pilot year will be developmental
- Pilot participants will work with the NJDOE to:
 - Identify and test appropriate measures
 - Integrate these measures into the evaluation system
 - Develop rubrics to combine these measures into a final rating on the student performance component

Evaluation Implementation Cycle

Required Evaluation Implementation Cycle

By October 31

- Complete training and conduct evaluation planning meeting between principal and evaluator

By February 15

- Conduct mid-year review

By May 15

- Conduct summative evaluation conference between principal and evaluator; create PGP

Throughout the 2012-2013 school year

- Evaluators conduct a minimum of two school visits for tenured principals and a minimum of three visits for nontenured principals
- Collect and enter performance data into the data management system

By October 31 of the 2013-14 school year:

- Analyze student achievement data and determine a final rating on the student performance component of the evaluation system
- Combine this with the final performance rating to determine an overall summative evaluation rating of ineffective, partially effective, effective, or highly effective

NGO Application, Budget and Timeline Considerations

Application Review Process

- Each application is reviewed and scored by a panel of three readers - one reader from within the NJDOE and two readers external to the NJDOE who are knowledgeable in the content area
- Readers of grant applications for the NJDOE certify that no conflicts of interest exist that would create an undue advantage or disadvantage for any applicant in the application evaluation and scoring process
- Applications are evaluated on the basis of quality, comprehensiveness, completeness, accuracy, and appropriateness of response to the guidelines and requirements of the governing NGO

Scoring Applications

- The following point values will apply to all applications:

	<i>Point Value</i>
PROJECT DESCRIPTION	45
GOALS, OBJECTIVES, INDICATORS	10
PROJECT ACTIVITY PLAN	15
ORGANIZATIONAL COMMITMENT AND CAPACITY	25
BUDGET	5
<i>TOTAL</i>	100

- All applications must score 65 points or above to be considered eligible for funding

Budget Considerations

- All budgeted costs must be directly linked to goals and objectives in Project Activity Plan
- Evaluation pilot grant funds are not eligible for reallocation.
- Consortium Lead Agencies will add a 2% administrative cost column on Budget Form F in the DGA
- Additional guidance is available in the Discretionary Grants Application (DGA) document:
<http://www.nj.gov/njded/grants/discretionary/apps/dga.pdf>

Eligible Costs

- Training costs associated with the principal evaluation system
- Materials, resources, equipment, software, or other tools to support training and professional development associated with the implementation of the principal evaluation system
- Services of outside providers and/or consultants supporting the evaluation pilot work
- Services associated with data collection/reporting/analysis and implementing an online or electronic data management system, including training and licenses
- Costs associated with ongoing coaching and support of evaluators

Ineligible Costs

- Costs associated with the writing of the application and/or the preparation of bid documents
- Substitutes and stipends associated with activities within the scope of the grant
- Classroom instructional materials
- Materials, resources, equipment, software, or other tools not required to support the training and professional development associated with the implementation of the principal evaluation system

Ineligible Costs (cont.)

- Capital improvements
- Facilities rental
- Salaries of administrative or clerical personnel
- Travel expenses (including meals and lodging) for school personnel
- Indirect costs

Considerations for Working with Vendors (handout provided)

- System components to consider:
 - Principal practice evaluation instrument
 - Principal practice evaluation instrument training
 - Data/performance management system
- Special considerations for consortium applicants when initial contracting is done by the lead agency
 - What are the contracting and/or licensing options and obligations for participating LEAs who want to continue to use an instrument and/or data management system after the pilot has ended?
 - How will costs be determined?
 - What on-going training and support options are available?

Other Considerations

- Contacting the vendors:
 - Do not wait until you are awarded the contract to begin conversations with the vendors
 - Let the vendors know that contracting with them is contingent upon receiving a grant award
- Work collaboratively with your school Business Administrator throughout this process
- For more information see the *Public Bidding and Procurement for Teacher and Principal Pilots* at the EE4NJ website
<http://www.state.nj.us/education/EE4NJ/faq/#bid>

NGO Timeline

- Letter of intent due to DOE (optional): May 2, 2012
- **Application due to DOE: May 30, 2012**
 - **4:00 p.m.** – without exception
 - Submit an original and four (4) copies of the completed application with all applicable forms
 - Facsimiles will not be accepted under any circumstances
- Award verification: end of June 2012
- **Award revisions: due by July 11, 2012**
- Approved grant agreement start date: August 1, 2012

Resources

- A Practical Guide to Designing Comprehensive Principal Evaluation Systems: A Tool to Assist in the Development of Principal Evaluation Systems (April 2012) available at <http://www.tqsource.org/publications/DesigningPrincipalEvalSys.pdf>
- FAQs from the EE4NJ website at www.state.nj.us/education/EE4NJ/faq
- *Guidelines for Communicating with Vendors* handout
- *Principal Evaluation Schematic* handout

EE4NJ Website and Contact Information

Website:

<http://www.state.nj.us/education/EE4NJ/>

Contact information:

- For general questions, please email ee4nj@doe.state.nj.us and **specify principal evaluation** in the **subject line**
- Phone: 609-341-3306

Thank you for your participation
today!
Any questions?