

Evaluating and Supporting Directors and Supervisors

While not serving our public schools as classroom teachers, directors and supervisors take on leadership roles that are essential to the development of our students. These educators supervise curriculum and instruction, direct athletic programs, and perform other critical responsibilities in our schools. All New Jersey students deserve to attend schools with high-quality professionals serving in these leadership positions, and all directors and supervisors deserve meaningful opportunities for growth.

Impact of the TEACHNJ Act

On August 6, 2012, Governor Christie signed into law the TEACHNJ Act, which required implementation of new educator evaluation systems beginning in 2013-14. Districts must comply with elements of TEACHNJ – as well as other statutory requirements – that apply to this group, including:

- A four-year timeline to tenure;
- Four rating categories: Highly Effective, Effective, Partially Effective, Ineffective;
- Individualized professional development planning;
- Corrective Action Plans for those rated Partially Effective or Ineffective;
- Efficient and fair arbitration process for tenure revocation; and
- Three observations for non-tenured staff members in these roles.

The new state evaluation system, AchieveNJ, is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to help every educational professional grow in their practice.

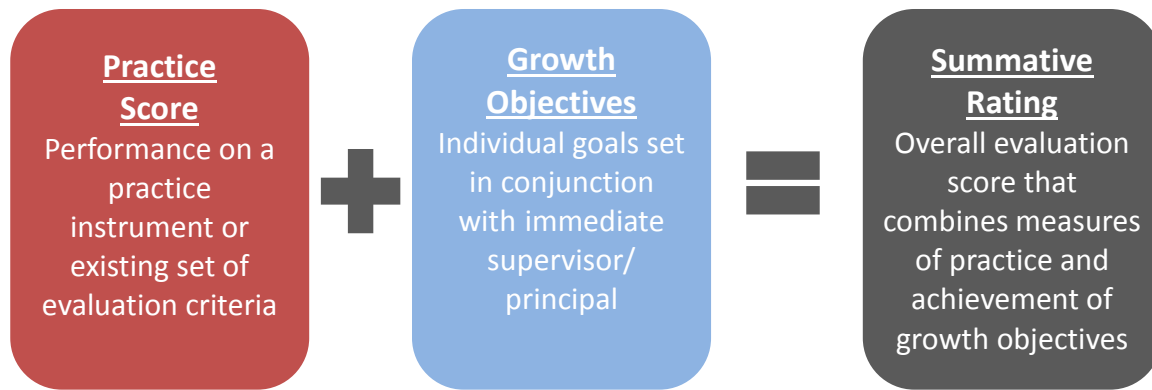
Evaluation for Directors and Supervisors

Given that roles such as directors and supervisors have varied job descriptions in districts across the state, the creation of common evaluation practice instruments is difficult. As a result, the Department adopted the following positions on the evaluation of these positions:

- **Districts will continue to have great latitude in evaluating staff members in these roles.** Districts can choose to continue existing practice, adopt or adapt instruments from instrument providers, or create their own. Districts are encouraged to utilize growth objectives for staff members in these roles as appropriate, and will need to meet the statutory requirements listed above.
- The Department continues to:
 - ✓ Identify and share best practices from other states and large districts;
 - ✓ Partner with stakeholder organizations such as the New Jersey Principals and Supervisors Association in the development of evaluation recommendations;
 - ✓ Make resources available through web links, broadcast memos, and other communications; and
 - ✓ Consider possible additions to regulations in the future.

Recommendation: Multiple Measures

Though the Department is providing districts with discretion in this area of evaluation, we offer an **optional** approach that mirrors the evaluation of classroom teachers in using multiple measures of performance. These measures would include components of both professional practice and growth objectives.



Practice Score

A practice score would be determined by utilizing a district-adopted practice instrument. Below, for example, are two components of the Denver Public Schools’ evaluation instrument for a general administrative position. This could be adapted for many supervisor and director positions.

Sample Component	Performance Level: Highest to Lowest			
<i>Uses and interprets a variety of assessments to evaluate/monitor program/department/teacher needs</i>	Purposefully uses and accurately interprets a variety of assessments to evaluate and monitor program/department/teacher needs	Regularly uses and interprets a variety of assessments to evaluate and monitor program/department/teacher needs.	Sometimes uses and interprets a limited number of assessments to evaluate and monitor program/department/teacher needs.	Rarely uses assessments to evaluate and monitor program/department/teacher needs.
<i>Facilitates the delivery of services to maximize learning</i>	Continually facilitates the delivery of professional development and/or workshops to maximize learning.	Regularly facilitates the delivery of professional development and/or workshops to maximize learning.	Occasionally facilitates the delivery of professional development and/or workshops to maximize learning.	Does not facilitate the delivery of professional development and/or workshops to maximize learning.

Growth Objectives

The Department believes that the process of annual goal-setting on academic outcomes focuses school leaders on their most important job responsibilities. As part of their evaluation process, staff members serving as directors and supervisors are encouraged to create growth objectives, just as all teachers in the state are now required to do (please view the [Student Growth Objective section of our website](#) for more information and examples). Note this is recommended but not required by the state.

Below is an example for an Athletic Director who is implementing an academic support program for student-athletes in a high school:

A majority of student-athletes will increase their annual grade point average (GPA) by two-tenths of a point (e.g. freshman GPA 2.5 to sophomore GPA of 2.7).

Target	Number of student-athletes increasing their annual GPA by two-tenths of a point			
GPA change	Highly Effective	Effective	Partially Effective	Ineffective
+0.2	More than 200	120-200	119-50	Fewer than 50

Median Student Growth Percentile (mSGP)

Because some supervisors might be responsible for math or language arts instruction for a particular set of grades or even an entire school, a district might consider including the [mSGP](#) as part of a supervisor’s summative rating. If a district chooses to include the mSGP in a supervisor’s evaluation, the district should apply similar guidelines for establishing the score as those used for principals and assistant principals. The [Office of Evaluation](#) can provide further guidance on structuring such scores for evaluation purposes.

Summative Rating:

This overall evaluation score, under this suggested approach, would combine the multiple measures of teacher practice and student growth, resulting in a summative rating of Highly Effective, Effective, Partially Effective, or Ineffective. Directors and supervisors who are rated Ineffective or Partially Effective work with their principals to create a Corrective Action Plan with targeted professional development for the subsequent year.

For More Information

Please visit the [AchieveNJ for Specialists, Directors, and Other Staff Web Page](#) for more information.

You can learn more and share your feedback by:

- Contacting your district leadership or District Evaluation Advisory Committee.
- Visiting the AchieveNJ website at www.nj.gov/education/AchieveNJ, e-mailing educatorevaluation@doe.state.nj.us; or calling the AchieveNJ Help Line at 609-777-3788.