

Parsippany-Troy Hills Township Schools

Principal Evaluation Process

“The carrots-and-sticks approach is similar to the Theory X described in management literature. Theory X assumes “(1) that the average human has an inherent dislike of work and will avoid it if he can, (2) that people, therefore, need to be coerced, controlled, directed, and threatened with punishment to get them to put forward adequate effort toward the organization’s ends and (3) that the typical human prefers to be directed, wants to avoid responsibility, has relatively little ambition, and wants security above all” (McGregor, 1960, pp. 49-50). This view is at odds with contemporary research that indicates that workers derive satisfaction from doing their jobs effectively; they are motivated by opportunities for learning, growth, and responsibility; their productivity and job satisfaction are increased by opportunities to work with others toward the attainment of shared goals; and their effectiveness increases with concrete feedback about the results of their work (Deming, 1986; Senge, 1990a). It is this latter view that undergirds policy proposals aimed at increasing the knowledge of school staff and redesigning schools so they can use more effective practices.”

The Right To Learn – Linda Darling-Hammond

Professional Development Program for School Administrators

Working Draft – October 1, 2010

The information and research used as the foundation and framework for the Parsippany-Troy Hills School District Professional Development Program for School Administrators are heavily borrowed from North Carolina Standards For School Administrators (2006), Alabama Professional Education Personnel Evaluation Program (2002), School Leadership That Works (2005), Interstate School Leaders Licensure Consortium, Standards For School Leaders (1996), Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principals* (2003), and New Jersey Standards For School Leaders. We are in the process of properly documenting and citing the information contained in this document. However, due to the deadline imposed by the State, we simply have not completed this process. We will continue to finalize this document so it reflects the work of those who have spent countless hours researching and developing this information. We thank them for their hard work and we will be proud to give them the full credit they deserve for their accomplishments in the field of school leadership.

School Leadership

Public education’s mission dictates the need for a new type of school leader – a leader instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need leaders who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the leader must create among staff a common shared understanding for the purpose of the work

of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision-making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents, and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the leader will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Leadership Standards

The following points underlie this work:

- Today schools must have proactive school leaders who possess a great sense of urgency.
- The goal of school leadership is to transform schools so that large scale, sustainable, continuous improvement becomes built in to their mode of operation.
- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.
- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.
- The work of leadership is about working with, for, and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.
- Leadership is not about doing everything oneself, but it is always about creating processes and systems that will cause everything to happen.
- Leadership is about the leader's ability to select and develop a strong staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.
- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it, and when to do it.
- Within a school district there are nested leadership systems (local Boards of Education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.
- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.
- Leaders bring their personality and style to the practice of leadership. Matching the context of leadership to the personality and style of the individual is important to the success of the leader.

Intended Purposes of the Standards

The School Leader Standards have been developed as a guide for administrators as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school leader's development, these standards will serve as an important tool for administrators as they consider their growth and development as leaders leading schools through the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, 'How can one person possess all of these?' The answer is they can not. It is, therefore, imperative that a school leader understands the importance of building a leadership team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school leader is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school leader degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school leaders;
- Guide professional development for school leaders;
- Serve as a tool in developing coaching and mentoring programs for school leaders.

Organization of the Standards

Each standard is formatted as follows:

- **Standard:** The standard is the broad category of the school leader's knowledge and skills;
- **Summary:** The summary more fully describes the content and rationale of each Standard;
- **Practices:** The practices are statements of what one would see an effective school leader doing in each Standard;
- **Artifacts:** The artifacts are evidence of the quality of the school leader's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- **Competencies:** Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those responsibilities which may not be obvious, but that support practice in multiple leadership functions.

The Seven Standards of Leadership and Their Connection

The seven critical standards used as the framework for the Parsippany-Troy Hills School District Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship (2003)*. Unlike many current efforts that look at all of the things principals ‘might’ or ‘should’ do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the ‘hero leader.’

Parsippany-Troy Hills School District’s Standards for School Leaders are interrelated and connect in school leaders’ practice. They are not intended to isolate responsibilities or practices. School leaders’ abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of a school leader to evaluate and develop staff will directly impact the school’s ability to reach its objectives and goals and will also impact the norms of the culture of the school. School leaders are responsible for ensuring that leadership happens in all seven critical areas, but they do not have to provide it.

The Parsippany-Troy Hills School District’s seven standards and their practices are:

PTHSD Standard 1: Strategic Leadership

Summary: School leaders will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the school leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

New Jersey Standard One: *School administrators 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.*

The school leader practices effective strategic leadership when he or she:

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from appropriate instruments in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination;
- Creates processes that provide for the periodic review and revision of the school’s vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;

- Adheres to statutory requirements regarding the school improvement plan and site-based objectives;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete objectives and goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college, or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning site-based advisory team
- Student achievement data
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on identified items
- The degree to which staff can articulate the school's direction and focus

PTHSD Standard 2: Instructional Leadership

Summary: School leader will set high standards for the professional practice of 21st century instruction and assessment that result in environment of accountability. The school leader must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

New Jersey Standard Two: 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.

New Jersey Standard Seven: A school administrator is an educational leader who promotes the effective use of technology to maximize student learning and efficiently manage school operations.

The school leader practices effective instructional leadership when he or she:

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- Creates processes and schedules that facilitate the collaborative team design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools such as immersing technologies and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time;
- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- Site-based objectives
- Survey data
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Documented use of feedback and guidance cycle
- Development and communication of goal-oriented individual education plans for identified students
- Evidence of the team development and evaluation of classroom lessons

PTHSD Standard 3: Cultural Leadership

Summary: School leader will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School leaders must support and value the traditions, artifacts, symbols and positive values, and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school leader must be able to "reculture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

New Jersey Standard Six: 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.

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

The school leader practices effective cultural leadership when he or she:

- Creates a collaborative work environment predicated on site-based management that supports the 'team' as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff,
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops a school cultural that is based on integrity, fairness in an ethical manner;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;
- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff,
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a 'can do' attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement.

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of a participative process in decision-making throughout the year
- Survey data
- School Improvement Plan
- Site-based objectives data
- Teacher retention data
- Student achievement data
- Awards structure developed by school

PTHSD Standard 4: Human Resource Leadership

Summary: School leader will ensure that the school is a professional learning community. School leader will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school leader must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school leader must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

New Jersey Standard Two: *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.*

The school leader practices effective human resource leadership when he or she:

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self-awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;
- Creates processes for teachers to assume leadership and decision-making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of appropriate survey instruments to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;

- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school's professional activities.

Artifacts:

- School Improvement Plan
- Site-based objectives
- Survey data
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school leader credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

PTHSD Standard 5: Managerial Leadership

Summary: School leader will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school leader must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

New Jersey Standard Three: *School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.*

The school leader practices effective managerial leadership when he or she:

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve, or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff,
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;

- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- Survey data
- Site-based objectives
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

PTHSD Standard 6: External Development Leadership

Summary: A school leader will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business representatives to participate as ‘stockholders’ in the school such that continued investments of resources and good will are not left to chance.

New Jersey Standard Four: *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.*

The school leader practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to participate in appropriate decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school’s accomplishments to the district office and public media in accordance with district policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- PTA participation
- PTA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey data
- Evidence of visible support from community

- Booster Club participation
- Number of school volunteers
- Plan for shaping the school's image throughout the community
- PTA membership
- Evidence of business partnerships and projects involving business partners

PTHSD Standard 7: Micropolitical Leadership

Summary: The school leader will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success. The leader will also creatively employ an awareness of staff's professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.

New Jersey Standard Two: 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.

The school leader practices effective micropolitical leadership when he or she:

- Uses the Building Improvement Committee (BIC) to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests; is easily accessible to teachers and staff,
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff,
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school; encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day-to-day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical, and horizontal communications throughout the school community.

Artifacts:

- Survey data
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making
- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Anticipated Outcomes

The effectiveness of this program will be determined by a number of methods. In addition to the more common measures such as completion of the program, collection of artifacts, development and implementation of new initiatives, this professional development program will incorporate the use data analysis through the use of a “dashboard” of indicators of success. The dashboard will include the following indicators; graduation rate, average daily attendance, student discipline, NCLB performance, SAT scores and Advanced Placement participation. The district will monitor these critical indicators over an extended period of time to determine the effectiveness of this program.

Policy 3223 – Evaluation of Administrators

<http://www.pthsd.k12.nj.us/pdf/eval/P3223EvalPrincipals.pdf>

EVALUATION OUTCOMES TABLES

PARSIPPANY-TROY HILLS: PRINCIPAL EVALUATION RESULTS **SY 2010-2011**

Numbers of Principals/Assistant Principals meeting the district’s criteria for acceptable performance	Number of Principals/Assistant Principals in District	Percent of Principals/Assistant Principals in district meeting these criteria
22	22	100%