

WALLINGTON'S TEACHER EVALUATION SYSTEM, SY 2009-2010

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 Wallington's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Confidentiality concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of teacher evaluation outcomes in those cases where there are fewer than 10 teachers in an entire district. Similarly, districts are not required to provide a school-level statistical summary of teacher evaluation outcomes if there are fewer than 10 teachers in a school. This confidentiality provision is not applicable in the Wallington district as all 3 schools house more than 10 teachers. Accordingly, summary tables are provided as part of this report.

Section 1. Description of Teacher Evaluation System --

Evaluation

- A. The board of education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of the district. The purpose of this evaluation is to promote professional excellence and improve the skills of teaching staff members, improve pupil learning and growth, and provide a basis for the review of staff performance. The evaluation of the teaching staff in Wallington includes but is not limited to the observations required for evaluation. Such supervision may include review of lesson plans and teacher-made examinations, regularly scheduled curriculum conferences and brief, informal classroom observations.

All teaching staff members are evaluated against criteria which evolve logically from the instructional priorities and program objectives of each staff member, as specified in the job description for his/her position. The NJ Professional Standards for Teaching were also utilized in the construction of the district evaluation instrument. The evaluation instrument includes both a narrative section and a rating scale section. Criteria includes, but is not limited to, consideration of pupil progress, instructional skills, subject knowledge, professional conduct and growth, human relations skills and classroom management skills.

The evaluation procedures are designed to provide continuous, constructive, cooperative interaction, and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

An integral part of the process includes observation conferences between the teaching staff member and the supervisor: the preparation of a written evaluation for each of the three observations of nontenured staff members: and an evaluation for each observation of a tenured staff member.

The evaluation process also includes the preparation of individual professional plans. The plan includes steps towards the goal of 100 clock hours of professional development every five years and shall be designed to assist teachers in obtaining and maintaining skills and knowledge essential to student achievement of the core curriculum contents standards.

Upon the completion of the evaluation process the supervisor prepares a written annual performance report which includes the annual evaluation of the teacher, an individual professional improvement plan developed by the staff member and the supervisor, and a summary of the results of the formal and informal assessment of his/her pupils, along with a statement of how these indicators related to the effectiveness of the overall program and the performance of the staff member. The process is completed with an annual summary conference and the signing of the annual written performance report by the properly certified supervisor and the staff member.

The results of the evaluation are utilized in many important ways by the district. Results are used to plan professional development opportunities and to provide data to help the district make decisions regarding awarding of tenure, recommendations for continued employment, compensation, budget planning and teacher placements. Evaluation results are also used to recognize and award good performance.

- B. The evaluation processes do not differ for untenured and tenured teachers's except in the frequency of evaluations. Tenured teachers go through the process a minimum of once per year, whereas non-tenured teachers go through the process a minimum of three times per year.
- C. The district Board of Education has adopted a formal Teacher Evaluation policy and schedule which is strictly enforced by the Chief School Administrator.

Section 2. Evaluation Outcomes Tables --

WALLINGTON'S TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
104	105	99.05

Jefferson School: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
19	19	100

Gavlak School: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
31	30.5	98.4

Wallington Jr. / Sr. H.S.: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
54.5	55	99.1

PRINCIPALS

WALLINGTON'S PRINCIPAL EVALUATION SYSTEM, SY 2009-2010

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 Wallington'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. Since Wallington only has 4 individuals with the title of either Principal or Vice-Principal, no district-level statistical summary will be provided.

Section 1. Description of Principal Evaluation System –

A. The Principal shall be evaluated in writing by the Superintendent at least once per year, on or before April 30. Before final Board action, a copy shall be provided to the Principal, and he/she shall meet with the Superintendent to discuss the findings. The annual evaluation shall be based upon goals and objectives of the district, the responsibilities of the Principal as set forth in the job description for the position, and such other criteria as the State Board of Education shall by regulation prescribe.

The major purpose of principal evaluations is to provide assistance to the principal and to evaluate the supervisory process. The responsibility for making recommendations regarding the principal rests with the Superintendent of Schools.

Principals will be evaluated once per year. A conference will follow the evaluation. The principals, supervisors and the Superintendent will continue to visit teachers during the year, giving particular attention to the new teacher, the teacher approaching tenure, and those whose adequacy has been questioned. The evaluation instrument, which is made up of both rating scale and open narrative items, provides the data to make independent conclusions regarding re-employment or placement on tenure.

The board of education believes that the effective evaluation of principals is essential to the achievement of the educational goals of the district. The purpose of this evaluation is to promote professional excellence and improve the leadership skills of principals, improve pupil learning and growth, and provide a basis for the review of performance. The evaluation of the principals in Wallington includes but is not limited to the observations required for evaluation. Such supervision may include review of student achievement, school climate, regularly scheduled curriculum conferences and brief, informal observations.

All principals are evaluated against criteria which evolve logically from the instructional priorities and program objectives of the district and as specified in the job description for his/her position. The NJ Professional Standards for Leaders were also utilized in the construction of the district evaluation instrument. The evaluation instrument includes both a narrative section and a rating scale section. Criteria includes, but is not limited to, consideration of pupil progress, leadership skills, professional conduct and growth, human relations skills and the ability to manage a school with a safe environment which is conducive to learning.

The evaluation procedures are designed to provide continuous, constructive, cooperative interaction, and communication between the principal and the superintendent, thus ensuring a valid basis for the performance review. All procedures for the evaluation of principals shall be in compliance with law and regulation.

The evaluation process also includes the preparation of a Professional Growth Plan. The plan includes steps towards improving individual leadership skills which are ultimately essential to student achievement of the core curriculum contents standards.

Upon the completion of the evaluation process the superintendent prepares a written annual performance report which includes the annual evaluation of the principal, an individual professional growth plan developed by the principal and the superintendent, and a summary of the results of the formal and informal assessment of his/her pupils, along with a statement of how these indicators related to the effectiveness of the overall program and the performance of the school. The process is completed with an annual summary conference and the signing of the annual written performance report by both parties.

The results of the evaluation are utilized in many important ways by the district. Results are used to plan professional development opportunities and to provide data to help the district make decisions regarding awarding of tenure, recommendations for continued employment, compensation, budget planning and principal placements. Evaluation results are also used to recognize and award good performance.

B.The evaluation processes do not differ for untenured and tenured principals except in the frequency of evaluations. Tenured principals go through the process a minimum of once per year, whereas non-tenured principals go through the process a minimum of three times per year.

C.The district Board of Education has adopted a formal Principal Evaluation policy and schedule which is strictly enforced by the Chief School Administrator.

Section 2. Evaluation Outcomes Tables

To protect confidentiality, Wallington will NOT post summary-statistics on the website since the district has fewer than 10 principals.

Number of principals meeting the district’s criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
	4	