

# **DELSEA REGIONAL SCHOOL DISTRICT TEACHERS 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 Delsea Regional'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.

## **Section 1. Description of Teacher Evaluation System**

### **Delsea Regional School District**

### **Evaluation of Professional Staff**

## **Introduction**

The Delsea Regional High School District is committed to providing an environment that fosters professional fulfillment and the continuing development of professional skills for all staff. The system of performance evaluation is specifically designed to accomplish objectives for both the school district and the professional staff, both non-tenured and tenured.

The ongoing evaluation of non-tenured staff is designed to accomplish three specific objectives for both the school district and the staff members. First the district's primary objective is to ensure the positive assimilation of the staff member into the organization. Consistent with this district objective is the desire of the staff member to learn about the organization including its expectations for performance and the expectations of the community the school district serves. Secondly, the district has the objective of determining whether the staff member possesses the necessary knowledge and skills of content and pedagogy to enable the staff member to be successful in the district. The staff member's parallel objective is to

receive formative feedback about their work so they might continue their ongoing effort for professional growth. Lastly, the district has the objective of encouraging a commitment to continuing professional development, while the staff member's objective is to grow in the profession by developing long-term professional networks with colleagues as a means of building professional development strategies.

The evaluation process for tenured staff is designed to respond to three interconnected objectives. First, the system should provide the opportunity for professional employees to engage in meaningful and rich conversations with their respective supervisors and peer colleagues about teaching, learning and student achievement in the Delsea Regional High School District. This ongoing, systematic and regular conversation should assist in maintaining high staff morale and motivation and through action research, provide substantive feedback about performance with a view of continuous improvement as the goal. Additionally, staff members should reasonably expect that the district will provide meaningful and valid staff development opportunities as one mechanism for accomplishing these objectives.

### Summary

The district bases its evaluation on the Charlotte Danielson model and its professional development on the New Jersey *“Professional Standards for Teachers and School Leaders.”* To ensure effective practice in the classrooms, the school district provides specific feedback to staff members based on lesson planning, assessment, classroom observations and walkthroughs, Feedback is to be based on observable and measurable criteria that enable each staff member to sustain productive practice and to improve professional practice when needed. Additionally, the district requires that its staff maintain high levels of contributions to the professional learning community. Finally, the district makes available relevant and supportive professional development which enables staff to remain current in their content field and in the pedagogy of teaching. The district is also committed to provide continuing mentor support for novice or struggling teachers, to provide time for learning communities to meet and engage in meaningful conversations, to provide action research training for district programs, and to

provide articulation regarding the district's initiatives, philosophy, goals and programmatic objectives.

The following procedures for the evaluation of all staff are designed to accomplish these objectives while maintaining consistency with the overall commitment of the organization to implement an evaluation system that is useful, fair, and informative for both the district and the professional staff.

## **Non-Tenured Staff**

### **The Induction Experience**

All non-tenured staff members will participate in a district sponsored mentoring program as outlined in the district *New Jersey Teacher Mentoring Plan*.

The process of new staff member induction into the Delsea community consists of three components integrated into a carefully planned and implemented program of orientation and mentoring.

Each new staff member will participate in a new staff member orientation program prior to the beginning of their first year of service. The district will conduct a two-day program that includes the distribution of a new staff member guide that includes a copy of all relevant procedures and policies. Additionally, the new staff members will be provided with a workshop on classroom management by the vice principals, UBD lesson planning by the instructional supervisors, and the district's grading program by the IT department. There is also an opportunity for the new teachers to meet with their mentors and discuss relevant issues, ask questions, and tour buildings. The district strongly encourages the attendance of all new teachers and aides at a three day in service in August entitled, "Let Me Learn."

*The Let Me Learn Process® reflects the most current knowledge in teaching, learning, and staff development. This Advanced Learning System empowers educators to connect their learning to what they teach and fosters a school culture wherein teachers and*

*students continuously strive for improvement. Most importantly, this approach to professional development helps teachers identify meaningful ways to assist students and parents as they grow in partners of learning.*

This program of initial orientation is the foundation for a series of after-school meetings during the first month of school during which continuing support and information is provided by key stakeholders in the district. During the remainder of the first and second year, new staff will hold after-school support meetings on a monthly basis. The purpose of these monthly meetings is to provide necessary administrative information and an opportunity for roundtable discussions with veteran staff members.

### **Observation and Evaluation**

Each non-tenured staff member will participate in a minimum of three formal observations of his/her respective professional assignments. In the case of classroom teachers, these observations must involve the delivery of instruction as the focus. The first of these observations will be conducted by September 30, the second in December, and the third in February. The formal observations will be followed by a required post observation conference as soon as possible after the observation, but in no case may the conference and subsequent report be completed more than 10 days after the observation. During the first three years of service, the three required observations in each of the three years will be conducted by the following administrative personnel; one by the school principal, and two by the staff member's instructional supervisor. Each of these observations will be followed by a written narrative report, anecdotally documenting the progress of the lesson observed, providing an assessment of the strengths and weaknesses, opportunities for improvement, and commendations. This report is to be prepared by the observer. The staff member and supervisor/principal are to sign the observation within the ten working day period required by NJAC 6:34. I (e). For their role in the observation and conference process, each staff member completes a reflection of the observed lesson and submits this reflection prior to the supervisor/principal required post-observation conference. The supervisor/principal is to consider the staff member's reflection

when drafting the observation report in preparation for the conference. The staff member's reflections are not to be included in the staff member's personnel file unless the staff member requests inclusion. The observation report will document completion of the staff reflection.

Each non-tenured staff member will participate in an annual evaluation conference with his/her immediate supervisor no later than April 30 of each year. The annual conference will be conducted as required by NJAC 6:4-4. 1 (d), including the preparation of an annual written evaluation of the staff member's total performance. This report must include: a review of performance areas of strength, as well as those in need of further development, a professional development plan, a summary of available indicators of pupil progress and growth, and overall contributions to the district.

All non-tenured staff will also be informally observed no less than once per month for the full school year with each of those informal observations being a walkthrough based on the work of Marzano. These informal observations will be the responsibility of the staff member's instructional supervisor and a data base will be maintained to collect information to make decisions on future programs for professional staff.

### Tenured Staff

#### Observation and Evaluation

The observation and evaluation for tenured staff includes a minimum of two observations each year with at least one prior to November 15, as well as walkthrough observations to collect data and provide support and assistance. The formal observations are to be completed by the supervisor/principal and walkthroughs are completed by any administrator. The formal observations will be followed by a required conference as soon as possible after the observation, but in no case may the conference and subsequent report be completed more than ten working days after the observation. For instructional personnel, these observations focus on the delivery of instruction and student achievement. A record of the walkthrough

observations will be maintained in a district data base to ensure that decisions are based on evidence. The observing administrator or staff member may request a conference following the informal observation [s].

Each of the formal observations will be followed by a written narrative report, anecdotally documenting the progress of the lesson observed, providing an assessment of the strengths, weaknesses, opportunities for improvement, and commendations for excellence. This report is to be prepared by the observing administrator and a final copy prepared immediately following the required conference. The staff member and observing administrator are to sign the final report within the ten day period required by NJAC 6:34. 1.

For their role in the observation/evaluation process, each staff member is responsible to prepare a reflection of the observed lesson in advance of the observation conference. The supervisor/principal is to consider this reflection when the draft report of the observation is prepared prior to the conference. The observation report will document completion of the staff reflection.

Each tenured staff member will participate in an annual evaluation conference with his/her immediate supervisor prior to May 1 of each year of continuing service. The annual conference will be conducted as required by NJAC 6:44.1(d), including the preparation of an annual written performance report of the staff member's total performance. This report must include: a review of performance areas of strength, as well as those in need of further development, a professional development plan, a summary of available indicators of pupil progress and growth, and overall contributions to the district.

### **Continuing Professional Development**

During each year of service to the school district, each professional staff member is required to prepare a Professional Development Plan in consultation with his/her immediate supervisor/principal. This plan is intended to provide ongoing professional development of

staff members and reflects the “*New Jersey Professional Standards for Teachers*” district, and school initiatives for curriculum and/or pedagogy and the personal professional objectives of the staff member. In cases where staff members had performance deficiencies cited in their annual evaluation report, the professional development plan must address the remediation of any deficiencies indicated. In order to stimulate shared professional development activities and collaborative profession development in the school district, the district will set aside a portion of its resources, for the preparation of learning community activities by staff in common content areas. The district also encourages individuals with different roles in the organization to come together to work on projects of common interest and need, regardless of role or function. Administrators, teachers, educational support services staff may benefit by participating in jointly planned and initiated professional development efforts.

Additionally, each staff member is required to prepare a plan for continuing education that meets the New Jersey requirements for 100 hours of professional development. This plan must conform to all requirements provided to the staff member by the Delsea Professional Development Committee. For its part the school district will advise all staff regarding the planned initiatives for the ensuing year prior to the preparation of professional development plans. Each year's professional development plan should be a building block in the staff member's plan for 100 hours of professional development as required by New Jersey Administrative Code. The staff member's plan is to reflect the school district's plan approved by the Gloucester County Office of Education and may be updated/revised at any time, but must be updated at least annually. This individual plan will be attached as an addendum to the annual performance evaluation report for each staff member.

**Plan Adopted 2001**

**Revised 2010**

**Section 2.**

**Evaluation Outcomes Tables**

**DELSEA REGIONAL SCHOOL DISTRICT**

**TEACHER EVALUATION RESULTS**

**SY 2009-2010**

<b>RATING CATEGORY</b>	<b>TEACHERS RECEIVING THIS RATING</b>	<b>TOTAL NUMBER OF TEACHERS IN DISTRICT</b>	<b>PERCENT OF TEACHERS IN DISTRICT RECEIVING THIS RATING</b>
<b>Distinguished</b>	46	151	30%
<b>Proficient</b>	99	151	66%
<b>Basic</b>	6	151	4%
<b>Unsatisfactory</b>			

**DELSEA REGIONAL HIGH SCHOOL**

**TEACHER EVALUATION RESULTS**

**SY 2009-2010**

<b>RATING CATEGORY</b>	<b>TEACHERS RECEIVING THIS RATING</b>	<b>TOTAL NUMBER OF TEACHERS IN SCHOOL</b>	<b>PERCENT OF TEACHERS IN SCHOOL RECEIVING THIS RATING</b>
<b>Distinguished</b>	32	99	32%
<b>Proficient</b>	62	99	63%
<b>Basic</b>	5	99	5%
<b>Unsatisfactory</b>			

**DELSEA REGIONAL MIDDLE SCHOOL  
TEACHER EVALUATION RESULTS  
SY 2009-2010**

<b>RATING CATEGORY</b>	<b>TEACHERS RECEIVING THIS RATING</b>	<b>TOTAL NUMBER OF TEACHERS IN DISTRICT</b>	<b>PERCENT OF TEACHERS IN DISTRICT RECEIVING THIS RATING</b>
<b>Distinguished</b>	14	52	27%
<b>Proficient</b>	37	52	71%
<b>Basic</b>	1	52	2%
<b>Unsatisfactory</b>			

# **DELSEA REGIONAL SCHOOL DISTRICT PRINCIPALS' EVALUATION SYSTEM**

**SY 2009-2010**

## **Introduction**

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## **Section 1.**

### **Description of Principal Evaluation System**

#### **Delsea Regional School District**

A. The Delsea Regional School District's Principal Evaluation System is aligned with the performance responsibilities in the job description. The building principal assumes the responsibility for the leadership, supervision, management and coordination of the total educational programs within the school.

The formal evaluation tool is comprised of a checklist and narrative report. The checklist includes five main categories with sub categories for each. The main categories are: Administration and Management, Staff Supervision, Instructional Leadership, Organizational Leadership, and Communication. The narrative portion of the instrument allows for the evaluator to summarize the principal's performance, make commendations and recommendations. A post evaluation conference is held with the Superintendent of Schools. The superintendent bases the principal evaluation on evidence gathered through observation, communications, completed teacher evaluations and conferences, meeting agendas and minutes, and participation in professional development opportunities.

The superintendent utilizes the two formal observations to conduct the principals Annual Yearly Review and Professional Improvement Plan. The principal in turn uses all of the data to develop the Professional Growth Plan.

B. The evaluation process is completed twice per year for tenured and three times per year for non-tenured principals.

C. The principals are evaluated formally one time per semester. The Annual Review is conducted in May and the Professional Development Plan is design collaboratively in May for the following year. The observation schedule for all staff, including principals are on file in the Board Office of the Delsea Regional School District. The district does not assign a single, overall rating to the principals. The Delsea Regional School District has two principals; Middle School and a High School. There are also three Vice Principals; two at the high school and one at the Middle School.