

## **Scotch Plains-Fanwood Public School's Teacher Evaluation System SY 2009-2010**

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 Scotch Plains-Fanwood Public Schools' 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**

The Scotch Plains-Fanwood Board of Education recognizes the importance of implementing a program for the evaluation of teaching staff members that promotes professional excellence and improves the skills of teaching staff members, while improving student learning and growth. The purpose of teacher evaluation is to improve the quality of instruction received by students in this district, improve professional competence, identify and correct deficiencies. The assessments of performance made through our teacher evaluation system inform decisions regarding re-employment, tenure, salary increments, job assignments, and teacher professional development plans. All teaching staff members are evaluated by appropriately certified personnel using the general framework of the New Jersey Professional Standards for Teachers, the Direct Instruction Model developed by Madeline Hunter, and the Principles of Learning developed at the University of Pittsburgh. Criteria include, but are not limited to, teaching techniques, planning and organizing, knowledge of subject matter, classroom management, interpersonal relationships, and professional growth and development. These criteria are used to highlight areas of commendation as well as for areas of continued growth.

The district's evaluation process differentiates between non-tenured and tenured teachers. Non-tenured teachers are observed by the building and/or district administrators at least three times a year. Tenured teachers are observed by the building and/or district administrators at least once a year. All teachers may be observed more frequently. In addition tandem observations, in which two administrators observe the same lesson, provide opportunities for two evaluators to provide feedback for the teacher and improve consistency in feedback provided to teachers. Each observation is followed by a narrative report that includes the lesson's objective, a description of the conduct of the lesson, commendations and recommendations. A post observation conference

provides the opportunity for the teacher and the evaluator(s) to examine the lesson's strengths as well as areas needing improvement. Self-reflection on the part of the teacher is encouraged.

The yearly summative evaluation includes evidence from formal observations, observation conferences and reports, teacher self-reflection, teacher work samples, e.g., lesson plans, student work, indicators of pupil progress, yearly professional development plans, progress towards completing required professional development hours, and a professional development plan for the upcoming school year. A single overall rating for a teacher's annual summative evaluation results in a composite judgment considering the total contribution this staff member is making toward maintaining a high quality instructional program:

- One who is contributing in a highly successful manner. There are no concerns about his/her effectiveness.
- One who is meeting our expectations in most respects, but might enhance total effectiveness by considering the suggestions for improvement as indicated.
- One who is not meeting our expectations and has been so advised and needs to correct the specific deficiencies as indicated in order to be recommended for reemployment or salary increment.

## Section 2. Evaluation Outcomes Tables

### Scotch Plains-Fanwood: Teacher Evaluation Results SY 2009-2010

Rating Category	Number of teachers in district receiving this rating	Total number of teachers in district	Percent of teachers in district receiving this rating
One who is contributing in a highly successful manner	411	452	91%
One who is meeting our expectations in most respects	36	452	8%
One who is not meeting our expectations	5	452	1%

### Brunner Elementary School: Teacher Evaluation Results SY 2009-2010

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	33	36	92%
One who is meeting our expectations in most respects	3	36	8%
One who is not meeting our expectations	0	36	0%

**Coles Elementary School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	37	40	92.5%
One who is meeting our expectations in most respects	2	40	5%
One who is not meeting our expectations	1	40	2.5%

**Evergreen Elementary School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	27	31	87%
One who is meeting our expectations in most respects	4	31	13%
One who is not meeting our expectations	0	31	0%

**McGinn Elementary School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	32	35	91%
One who is meeting our expectations in most respects	2	35	6%
One who is not meeting our expectations	1	35	3%

**School One Elementary School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	31	32	97%
One who is meeting our expectations in most respects	1	32	3%
One who is not meeting our expectations	0	32	0%

**Park Middle School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	62	71	87%
One who is meeting our expectations in most respects	7	71	10%
One who is not meeting our expectations	2	71	3%

**Terrill Middle School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	58	67	87%
One who is meeting our expectations in most respects	9	67	13%
One who is not meeting our expectations	0	67	0%

**Scotch Plains-Fanwood High School: Teacher Evaluation  
SY 2009-2010**

Rating Category	Number of teachers in school receiving this rating	Total number of teachers in school	Percent of teachers in school receiving this rating
One who is contributing in a highly successful manner	107	116	92%
One who is meeting our expectations in most respects	8	116	7%
One who is not meeting our expectations	1	116	1%

## **Scotch Plains-Fanwood Public School's Principal Evaluation System SY 2009-2010**

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 Scotch Plains-Fanwood Public Schools' 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.

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

The Scotch Plains-Fanwood Board of Education recognizes the importance of implementing a program for the evaluation of principals and assistant principals that promotes professional excellence and improves administrators' skills while improving student learning and growth. The purpose of administrator evaluation is to improve the quality of instruction received by students in this district, improve professional competence, identify and correct deficiencies. The assessments of performance made through our administrator evaluation system inform decisions regarding re-employment, tenure, salary increments, job assignments, and professional development plans. All principals and assistant principals are evaluated by appropriately certified personnel using the general framework of the New Jersey Professional Standards for School Leaders and the Principles of Learning developed at the University of Pittsburgh. Criteria include, but are not limited to, leadership skills including:

- **Personnel** – Selection and assignment; on-going support/professional development; monitoring/evaluation of personnel
- **Curriculum, Instruction, Assessment** – Vision for the overall program; knowledge of content, national and state standards; success with implementation; technology integration; student and program assessment
- **Communication** – Collaboration with teachers, administrators, students and central office administrators/personnel; department climate; parent communication; community relations
- **Budget and Resource Management** – Textbook/equipment inventories, annual budget recommendations, requisition processing/ tracking of supplies; facilities utilization
- **Technology/Use of Data**-Uses technology effectively and appropriately; uses data to inform decisions regarding instruction, programs, and assessment; enables staff to effectively use technology and data

- **Professional Development** – Knowledgeable about current trends/research in field; participation in professional development activities
- **Progress Towards Professional Development Goals:** Includes progress in achieving annual school site-based objectives

The district’s evaluation process differentiates between non-tenured and tenured principals and assistant principals. Non-tenured administrators receive two formative and one summative assessment. Tenured administrators receive one formative and one summative assessment annually. Evidence that supports the formative and summative assessments includes formal observation/visits, self-evaluations, work samples, e.g., communications with school community, documentation of completed teacher evaluations, evaluator narratives, evaluation conferences, and performance aligned to district goals.

The principals’ and assistant principals’ formative and summative evaluations are in the form of written narratives. These administrators are also required to have a Professional Development Plan and a Professional Growth Plan.

**Scotch Plains-Fanwood: Principal Evaluation Results\***  
**SY 2009-2010**

Number of principals meeting the district’s criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
11	13	85%

\*Includes Assistant Principals