

SOUTHERN REGIONAL'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 Southern 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

- A. Teacher evaluation is an ongoing undertaking that involves several formal and informal processes. The cornerstone of the formal processes is the *Staff Evaluation Report* which is the classroom observation instrument that documents the teaching and learning as observed by an instructional supervisor during a formal classroom observation. The four fundamental elements of this instrument are 1) Planning and Preparation, 2) Instruction, 3) Classroom Environment and 4) Professional Responsibilities.
- B. Untenured teachers are formally observed more frequently than are tenured teachers.
- C. In addition to the formal *Staff Evaluation Report* teachers are also evaluated on the basis of student performance as measured by student development over time using grade analysis and performance on standardized tests.
- D. All teachers, tenured and untenured, also receive a summative evaluation at the end of the school year.

Section 2. Evaluation Outcomes Tables

- A. Southern Regional does not utilize a single overall rating or level on a single scale in its annual summative evaluation and therefore, a table of results is not available.

B. If your district does not assign a single, overall rating or level on a single scale for a teacher's annual summative evaluation, please include the information below on your site instead.

- i. Complete and post a district-level summary table. To protect confidentiality, DO NOT post on the website if your district has fewer than 10 teachers.

SOUTHERN REGIONAL 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
266	270	98.5%

SOUTHERN REGIONAL 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
266	270	98.5%

TEMPLATE 2: PRINCIPALS

SOUTHERN REGIONAL'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 Southern Regional'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.

Section 1. Description of Principal Evaluation System

- A. Principal evaluation is an ongoing undertaking that involves several formal and informal processes. The cornerstone of the formal processes is the *General Evaluation Report* which is a narrative instrument that documents the effectiveness of the principal's leadership based upon the successful completion of the goals stated in her/his Professional Growth Plan and Professional Improvement Plan. Also included in the principal's evaluation are demonstrated competencies in the following areas 1) ability to manage, 2) ability to lead, 3) ability to make decisions, 4) ability to communicate, 5) supervision and staff development, 6) responsiveness to others, 7) creativity, 8) ability to maintain an effective educational climate, 9) effective implementation of policies and procedures and 10) assures that accurate student records are maintained.
- B. Untenured principals are evaluated more frequently than are tenured principals.

Section 2. Evaluation Outcomes Tables

- A. Southern Regional does not assign a single, overall rating or level on a single scale for a principal's summative evaluation so the presentation of a summative table of results is not available.

B. If your district does not assign a single, overall rating or level on a single scale for a principal's annual summative evaluation, please complete and include the table below on your site.

To protect confidentiality, DO NOT post on website if your district has fewer than 10 principals **but make sure you clearly state that your district has less than 10 principals**

SOUTHERN REGIONAL'S PRINCIPAL EVALUATION RESULTS
SY 2009-2010

Southern has fewer than 10 principals and therefore the no data will be entered in the table below. Noteworthy however is the fact that the Southern Regional principals were all assessed as "highly effective" when utilizing the assessment rubric elements identified in Section 1. A.

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