

LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT
TEACHER EVALUATION SYSTEM
FOR THE
2009 – 2010 SCHOOL YEAR

INTRODUCTION

All New Jersey school districts are required to provide information to the public regarding procedures used to evaluate teachers and principals in order to be eligible to receive federal funds under Phase 2 of the State Fiscal Stabilization Fund Program. The goal of the survey is to enable State officials, parents, local educators and other stakeholders to better understand the process and procedures used during the 2009 – 2010 school year to evaluate instructional staff members of the Lower Township Elementary School District.

DISCLOSURE STATEMENT

To protect educator confidentiality, districts are not required to post a district summary of Teacher Evaluations provided there are less than 10 teachers in the district. Schools with less than 10 teachers are also not required to provide a school-wide summary of their teacher evaluation System.

EVALUATION SYSTEM DESCRIPTION

Lower Township Elementary School District's Teacher Evaluation System incorporates classroom observations that document learning objectives aligned with the New Jersey Core Curriculum Content Standards, demonstration of instructional strategies incorporating differentiated instruction, student participation and classroom environment.

EVALUATION INSTRUMENT

The Teacher Observation Report is designed to focus on the elements of effective instruction during an observed instructional lesson. The report contains a description of the lesson and narratives in the following domains: (1) Instructional Planning and Learning Objectives, (2) Instructional Strategies and Assessment and (3) Learning Environment/Classroom Management. Within each domain, specific indicators are targeted, and supportive recommendations and commendations are offered by the evaluator.

Prior to the formal observation taking place, the evaluator meets briefly with the teacher to become acquainted with the lesson plan, curriculum content, educational objectives and materials as well as the method(s) of instruction to be demonstrated. Within ten days of each observation, a post-observation conference takes place during which both teacher and evaluator reflect upon the lesson content, instructional techniques and formulate suggestions for furthering student achievement.

EVALUATOR QUALIFICATIONS

All written evaluations are performed by certified principals or supervisors. Following the post-observation conference, all written evaluations are forwarded to the superintendent for review.

EVALUATION PROCESS FOR TENURED TEACHERS

Tenured teachers receive one formal written observation per school year. Tenured teachers, whose performance is meeting, and possible exceeding, district standards, may request to participate in Differentiated Supervision in lieu of formal lesson observation. The focus of Differentiated Supervision is to stimulate professional growth and enhancement of teaching skills through meaningful and useful activities. The (7) methods of Professional Growth/Supervision Alternatives for Tenured Staff are as follows:

PEER COACHING

- Observe partner's class
- Share supportive comments
- Analyze methods and strategies, effectiveness of techniques and materials

COLLEGIAL PARTNERSHIP

- Work with fellow teacher(s) on predetermined goals
- May include team teaching, interdisciplinary projects, staff development

ACTION RESEARCH PROJECT

- Research new approaches in technique, subject matter, or methodology
- Examples: expanded methods of alternative assessment, development of teaching strategies and classroom management systems, integration of technology in the classroom

PORTFOLIO

- Collect artifacts over a period of time including teacher work, student work, and self reflection
- Focus on instructional technique, curriculum development, teaching strategies

INTERACTIVE JOURNAL

- Complete written dialogue between supervisor and teacher(s)
- Instructional focal point that is discussed throughout the year

SELF-ANALYSIS OF TEACHING

- Videotape lessons and classroom activities
- Teacher views and reflects upon tape
- Look for specific strategies, techniques, strengths, weaknesses

OTHER ALTERNATIVES

- Allows teachers to tailor a project to their needs, subject to supervisor approval
- May include curriculum projects, pilot projects, teacher self-analysis

In order for a teacher to participate in Differentiated Supervision, the tenured teacher and principal must mutually agree that the project will provide a meaningful growth experience for the teacher and enhance student achievement. The administration reserves the right to complete a classroom observation/evaluation even if the teacher is completing an alternative project. The mandatory written documentation consists of three reports; (1) Project Proposal/Rationale/Goals, (2) Mid-point Status Update, and (3) Final Report/Findings, Results and Evaluation.

EVALUATION PROCESS FOR NON-TENURED TEACHERS

Non-tenured teachers receive a minimum of three formal observations per year with different evaluators. First Year teachers also receive informal classroom visitations during September and October by principals and/or administrators prior to their first formal observation.

Prior to the formal observation taking place, the evaluator meets briefly with the teacher to become acquainted with the lesson plan, curriculum content, educational objectives and materials as well as the method(s) of instruction to be demonstrated. Within ten days of the observation, a post-observation conference is held during which teacher and evaluator reflect upon the lesson content, instructional techniques and formulate suggestions for furthering student achievement.

ANNUAL COMPREHENSIVE REPORT

During the months of April and May, an Annual Comprehensive Report is completed for each teaching staff member in a narrative format following the required annual summary conference between the principal/supervisor and the teaching staff member. The categories included in this report are the following:

- Performance Areas of Strength
- Performance Areas in Need of Improvement
- Individual Professional Development Plan (PDP) developed by principal/supervisor and teaching staff member
- Summary of Available Indicators of Pupil Progress
- Statement of How the Indicators Relate to the Effectiveness of the Teachers Overall Program and Performance

The evaluative findings include the individual's Log of Professional Development Hours, Professional Development Plan (PDP) for the next school year, and the Annual Comprehensive Report. Based on these three evaluative findings, an annual performance rating of acceptable or unacceptable performance is determined.

SUMMARY

The Teacher Evaluation System in the Lower Township Elementary School District reflects accountability for student growth and achievement, continuous teacher improvement and equity of highly qualified teaching staff to parents, local educational agencies and all stakeholders.

The Teacher Evaluation System aligns with the district's Annual Professional Development Plan by identifying teacher goals and training needs. Professional development needs are identified and budgeted accordingly. This system guides administrative decision-making regarding employment, continued employment of non-tenured teachers, recommendations for tenure and adjustments to specific teaching assignments.

All evaluation system documents are securely maintained in the Lower Township Elementary School District's Office of the Superintendent.

LOWER TOWNSHIP SCHOOL DISTRICT TEACHER EVALUATION RESULTS
2009 – 2010 SY

DISTRICT SUMMARY

NUMBER OF TEACHERS MEETING DISTRICT CRITERIA FOR ACCEPTABLE PERFORMANCE	NUMBER OF TEACHERS IN DISTRICT	PERCENT OF TEACHERS IN DISTRICT MEETING THESE CRITERIA
164	164	100%

CHARLES W. SANDMAN SCHOOL SUMMARY

NUMBER OF TEACHERS MEETING DISTRICT CRITERIA FOR ACCEPTABLE PERFORMANCE	NUMBER OF TEACHERS IN SANDMAN SCHOOL	PERCENT OF TEACHERS IN SANDMAN SCHOOL MEETING CRITERIA
45	45	100%

MAUD ABRAMS SCHOOL SUMMARY

NUMBER OF TEACHERS MEETING DISTRICT CRITERIA FOR ACCEPTABLE PERFORMANCE	NUMBER OF TEACHERS IN MAUD ABRAMS SCHOOL	PERCENT OF TEACHERS IN MAUD ABRAMS SCHOOL MEETING CRITERIA
45	45	100%

CARL T. MITNICK SCHOOL SUMMARY

NUMBER OF TEACHERS MEETING DISTRICT CRITERIA FOR ACCEPTABLE PERFORMANCE	NUMBER OF TEACHERS IN CARL T. MITNICK SCHOOL	PERCENT OF TEACHERS IN CARL T. MITNICK SCHOOL MEETING CRITERIA
41	41	100%

DAVID C. DOUGLASS MEMORIAL SCHOOL SUMMARY

NUMBER OF TEACHERS MEETING DISTRICT CRITERIA FOR ACCEPTABLE PERFORMANCE	NUMBER OF TEACHERS IN DAVID C. DOUGLASS MEMORIAL SCHOOL	PERCENT OF TEACHERS IN DAVID C. DOUGLASS MEMORIAL SCHOOL MEETING CRITERIA
33	33	100%