

FAIR HAVEN SCHOOL DISTRICT'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 Fair Haven'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. The Fair Haven School District conducts formal evaluations of all certificated staff according to policies 3221 and 3222, *Evaluation of Nontenured and Tenured Staff Members*. In doing formal evaluations, district administrators and supervisors rely on the New Jersey Professional Standards for Teachers and School Leaders to serve as a guide in pinpointing the knowledge and skills required of staff to support the learning of the Core Content Standards. In addition to formal observations, the Fair Haven School District also uses the following methods to evaluate the effectiveness of staff:
- a. Walk-through observations
 - b. Pre/post observation data sheets and conferences
 - c. Teacher work samples such as lesson plans
 - d. Teachers' Professional Development Plans
 - e. Evidence of completion of professional development hours
 - f. Teacher self-reflection
 - g. Evaluator narrative

We use the results of our multifaceted evaluation system in a variety of ways including:

- a. To plan professional development opportunities
- b. To design teachers' Professional Development Plans
- c. To inform the selection of teachers for specific roles/placements
- d. To inform recommendations for continuous employment
- e. To inform tenure decisions

Each certificated staff member's Summative Performance Review is given in the form of a written narrative. During the Summative Performance Review conference, the staff member reviews the contents of the narrative including all recommendations. In addition, the administrator/supervisor and staff member agree upon a specific Professional Development Plan for the succeeding year.

- B. Tenured staff members in the Fair Haven School District receive one formal evaluation and one summative evaluation each school year. Nontenured staff members receive three formal evaluations and one summative evaluation each year.
- C. In addition to the formal methods of evaluation listed above, we also informally evaluate each staff member's growth and enthusiasm in carrying out the following professional responsibilities:
- a. continuing their individual professional development in the area of differentiated instruction
 - b. willingness to embrace new technologies
 - c. ability to engage students in learning

FAIR HAVEN SCHOOL DISTRICT: 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 |
|---|--------------------------------|--|
| 92 | 92 | 100% |

SICKLES 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 |
|---|------------------------------|--|
| 33 | 33 | 100% |

KNOLLWOOD 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 |
|---|------------------------------|--|
| 59 | 59 | 100% |

FAIR HAVEN SCHOOL DISTRICT'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 Fair Haven'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. The Fair Haven School District employs only two Principals and therefore is not required to provide specific Principal evaluation data.

Section 1. Description of Principal Evaluation System

- A. The Fair Haven School District conducts formal evaluations of Principals according to policy 3223, *Evaluation of Administrators*. The Board of Education recognizes that continuing evaluation of Principals is essential to the achievement of the educational goals of the district. In doing formal evaluations, the Superintendent relies on the New Jersey Professional Standards for Teachers and School Leaders to serve as a guide in pinpointing the knowledge and skills required of Principals to be the educational leaders in their respective buildings. In addition to formal observations, the Fair Haven School District also uses the following methods to evaluate the effectiveness of Principals:
- a. School climate indicators
 - b. Principal work samples such as newsletters, parents communications, etc.
 - c. Documentation of completed teacher evaluations
 - d. Evaluation conferences
 - e. Evaluator narratives
 - f. Principal self-reflection

The results of our multifaceted evaluation system are used in a variety of ways including:

- a. To plan professional development opportunities
- b. To inform a Principal's Professional Growth Plan
- c. To inform recommendations for continuous employment
- d. To inform tenure decisions

Each Principal's Summative Performance Review is given in the form of a written narrative. During the Summative Performance Review conference, the Principal reviews the contents of the narrative including all recommendations. In addition, the Principal agrees upon a specific Professional Development Plan for the succeeding year.

- B. Tenured Principals in the Fair Haven School District receive one formal evaluation and one summative evaluation each school year. Nontenured Principals receive three formal evaluations and one summative evaluation each year.

- C. In addition to the formal methods of evaluation listed above, we also informally evaluate each Principal's growth and enthusiasm in carrying out their numerous professional responsibilities.

FAIR HAVEN SCHOOL DISTRICT: PRINCIPAL EVALUATION RESULTS
SY 2009-10

The Fair Haven School District employs only 2 Principals, therefore posting specific evaluation data is not required.