

CLINTON-GLEN GARDNER'S TEACHER EVALUATION SYSTEM

School Year 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 Clinton-Glen Gardner'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

Tenured teachers are formally observed once per year and receive one formal summative evaluation annually. Non-tenured teachers also have one annual summative evaluation but are formally observed three times. Non-tenured teachers also participate in a new teach induction program for a period of three years.

The formal teacher evaluation process includes evidence including formal observations, walk-through observations, pre and/or post observation conferences, teacher work samples, teacher's professional development plans, progress in completing required professional development hours, self-evaluations, and evaluator narratives.

Results from the teacher evaluation system are used to plan professional development opportunities, inform teacher's professional development plans, inform tenure decisions, inform recommendations for continued employment, inform selection of teachers for specific roles or duties, and to inform teacher placement decisions.

The summative performance evaluation is completed in narrative form without the use of a single overall rating.

Section 2. Evaluation Outcomes Tables

CINTON-GLEN GARDNER TEACHER EVALUATION RESULTS School Year 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
55	57	96%

CLINTON-GLEN GARDNER'S PRINCIPAL EVALUATION SYSTEM School Year 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 Clinton-Glen Gardner'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

Our principal evaluation system is based partially on the New Jersey Professional Standards for School Leaders, the 2008 ISSLC Standards, and other research based essential skills for school leaders.

Evaluations are completed once annually and are based on evidence from indicators including formal observations, school climate indicators, self-evaluations, work samples, documentation of completed teacher evaluations, evaluator narratives, evaluation conferences, and performance aligned to district goals.

Evaluation results are used to plan professional development opportunities, inform a principal's professional growth plan, inform tenure decisions, and inform recommendations for continued employment.

The summative annual performance evaluation is completed in the form of both narrative and checklist. It does not include a single overall rating. The checklist rates indicators on a 4 point Likert scale in the areas of:

- Management of School, Community Relations, and Administrative Functions
- Curriculum Development, Supervision and Evaluation and Instructional Leadership
- Staff Supervision, Evaluation and Relations
- Student Assessment, Management and Monitoring
- Finance and Facilities Management
- Decision Making and Problem Solving
- Professional Growth and Development

This information applies only to the assistant principal. The principal in this single school district fulfills the dual role of principal and superintendent and is evaluated as a superintendent only.

Section 2. Evaluation Outcomes Tables

To protect confidentiality, this information is not posted on the website for districts with fewer than 10 principals. Clinton-Glen Gardner School District currently has one person, the assistant principal, in this category.