

HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT EVALUATION SYSTEMS

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 Hopewell Valley Regional School District's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

TEACHER EVALUATION

A. Introduction

As a professional learning community, Hopewell Valley Regional School District (HVRSD) is committed to all students, their learning, and research-based practice. In order to support this philosophy, a Professional Development System (PDS) has been established. This Professional Development System recognizes the complexity and importance of teaching in a high-performing school system that emphasizes continual improvement and shared accountability for student achievement. Effective teaching is nurtured in schools and in a school system culture that values collaboration, consistent feedback, analysis, reflection, and refinement of the quality of teaching.

The PDS for HVRSD integrates three important components: a qualitative approach to teacher evaluation, professional development of all teachers, and analysis of pupil progress and growth. The essential elements of the system are:

- Five clear standards of teacher performance based on the research of Robert Marzano, Charlotte Danielson, and the National Board for Professional Teaching Standards.
- Training for evaluators and teachers to develop skills in collaboration, analysis, reflection, and dialogue.
- A professional development cycle that invites continual reflection on goals, progress toward meeting those goals, and collegial interaction.
- Professional development structured around a collaborative learning culture among teachers that includes the design and implementation of professional development plans.
- Pupil progress and growth plans that include the analysis of multiple sources of student data to set measurable goals which guide the choice of instructional strategies.

B. The Lesson Observation and Evaluation

Each non-tenured teacher is observed and evaluated in the performance of his/her duties at least four (4) times during the first and at least three (3) times during each succeeding school year and not less than once per semester. Each observation/evaluation shall be followed within a reasonable period of time, but in no instance more than 10 days, by a conference between the administrative or supervisory staff member who has made the observation and written evaluation, and the non-tenured teaching staff member.

All written observation/evaluation reports for non-tenured teachers shall contain references to the specific classroom visit and to performance to date. The areas of evaluation are:

- Stated Objective
- Context of the Lesson
- Analysis of the Lesson
 - Instruction
 - Assessment
 - Learning Environment
- Professional development
- Professionalism

Each tenured teacher is observed and evaluated in the performance of his/her duties once or twice during the school year. In each instance, when a written report is required, the written report shall be followed by a conference. Both the report and the conference shall be completed within fifteen (15) days of the visit. All written observation reports for tenured teachers shall contain only references to the specific class. The areas of evaluation are:

- Stated Objective
- Context of the Lesson
- Analysis of the Lesson
 - Instruction
 - Assessment
 - Learning Environment

C. The Annual Report

Each tenured and non-tenured teacher receives an annual report prepared by his/her supervisor and/or principals. The annual written performance report includes the following:

- Performance areas of strength;
- Performance areas needing improvement based upon job description;
- A summary of available indicators of pupil progress and development, and a statement of how these indicators relate to the effectiveness of the over-all program, and the performance of the individual teaching staff member;
- Provision for performance data that have not been included in the report prepared by the supervisor to be entered into record by the observer within ten (10) working days after signing of the report.
- Review of the performance of the teaching staff member based upon job description;
- Review of the teaching staff member's progress toward the objectives of the individual professional development plan written at the previous annual conference;
- Review of available indicators of pupil progress and development toward the program objectives.

TEACHER EVALUATION RESULTS – 2009-2010

School	Number of Teachers Meeting the District's Criteria for Acceptable Performance	Number of Teachers in School	Percent of Teachers in District Meeting these Criteria
Central High School	111	116	96%
Timberlane Middle School	99	100	99%
Bear Tavern Elem School	63	63	100%
Hopewell Elem School	46	46	100%
Stony Brook Elem School	52	52	100%
Toll Gate Grammar	29	30	97%

PRINCIPAL AND VICE PRINCIPAL EVALUATION

The evaluation system for HVRSD administrators integrates three important components: annual goal setting based upon six standards for educational leaders; reflection of those goals; and an invitation for increased educational leadership dialogue in the form of a site visit with feedback. The system is built upon clear standards of educational leadership performance, based upon the New Jersey Professional Standards for School Leaders, the National Interstate School Leaders Licensure Consortium (ISLLC), *School Leadership that Works* (Marzano), and the HVRSD Strategic Plan.

A. The standards addressed are:

- Vision of Learning
- Instructional Leadership
- Operations and Management
- Communication and Community Relations
- Professionalism and Professional Development
- Societal Context

Each manager and administrator will have an annual goal setting conference, quarterly progress conferences and a final review. This cyclical process will result in a working list of goals, ongoing dialogue regarding progress, and an annual summative evaluation. This summary (written in April for non-tenured administrators and in June for tenured administrators) will be the basis for a subsequent goal setting conference in August.

B. The Evaluation Schedule

- Goal-setting conference at the beginning of each year.
- Intermittent site visits with informal feedback
- Mid-year review with written feedback
- Artifact/data or portfolio review
- Closure goal-setting conference
- Summative evaluation

PRINCIPAL AND VICE PRINCIPAL EVALUATION RESULTS – 2009-2010

Number of principals and vice principals meeting the district's criteria for acceptable performance	Number of principals and vice principals in district	Percent of principals and vice principals in district meeting these criteria
9	10	90%