

**OLDMANS TOWNSHIP SCHOOL DISTRICT
TEACHER EVALUATION SYSTEM
2009-2010**

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 Oldmans Township School District's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

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.

Sections 1. Description of Teacher Evaluation System:

A. Tenured teachers are observed once per school year and non-tenured teachers are observed three times per year. Informal walk through observations are not recorded unless there is a noncompliant classroom practice not part of the district requirements. The day, date, and time of the formal observation are communicated to the teacher. During the formal observation, the evaluator has the opportunity to listen to and observe the teacher as she/ he instructs their class. The evaluator also has the opportunity to look over grade distribution, lesson plan, any practice sheets, quiz, and test materials. The teacher receives the written evaluation and a post-observation conference is held. Although the evaluation cannot change, the teacher has the opportunity to write a response to any part of the evaluation they do not agree on with the evaluator. The evaluation is signed by both parties, a copy is given to the teacher, and another copy is placed in the teachers employment file. Currently, the teacher evaluations do not provide for student growth data as an evaluation criterion. The district administration uses the results of the teacher evaluation to plan professional development opportunities, to build a teacher professional development plan, to inform tenure decisions, continued employment, selection of teachers for specific roles or duties, and teacher placement decisions. The observation period is defined by a teacher/BOE contractual agreement, but is usually for one class period unless the evaluator feels it necessary to return to see other outcomes not yet observed. The evaluator also uses a rubric for various categories that include Unsatisfactory, Basic, Proficient, and Distinguished.

Sections 2. Evaluation Outcomes Tables:

OLDMANS TOWNSHIP SCHOOL DISTRICT:
TEACHER EVALUATION RESULTS

Number of Teachers Meeting the District's Criteria for Acceptable Performance	Number of Teachers In District	Percent of Teachers in District Meeting this Criteria
20	20	100%

**OLDMANS TOWNSHIP SCHOOL DISTRICT
PRINCIPAL EVALUATION SYSTEM
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 Oldmans Township School District's policies and procedures for evaluation 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. Oldmans School District has fewer than 10 principals.

Section 1. Description of Principal Evaluation System:

The process of evaluating a principal or part-time assistant principal in Oldmans Township School District is in the narrative form and the scale rating to document the rubric. The principal section of the evaluation is based primarily on the communication skills with parents, students, and other outside ancillary professional people.