

HOLLAND TOWNSHIP SCHOOL DISTRICT TEACHER OBSERVATION AND EVALUATION 2010-2011 SCHOOL YEAR

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 to understand Holland Township Board of Education's policies and district procedures for evaluating teachers, educational specialists such as librarians, guidance counselors, and physical education teachers.

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 the 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.

Description of Teacher Evaluation System

The Board of Education recognizes that the continuing evaluation of teaching staff members is essential to the achievement of the educational goals of this district, meeting the New Jersey Core Curriculum Content Standards and promoting student achievement. The purpose of a program of evaluation is to promote professional excellence, improve the skills of teaching staff members, improve pupil learning and growth, and provide a basis for the review of teaching staff member performance.

The Board of Education and administration works to establish and maintain a positive working environment where the professional growth that results from staff participation in the evaluation process and district professional development initiative is considered important. All teaching staff members are evaluated by using criteria that evolves from precision teaching strategies, instructional priorities and program objectives specified in their job descriptions.

Criteria includes the consideration of formal and informal classroom observation, pre and post evaluation conferences, examination of teacher lesson plans, review and completion of a professional growth plan, and evaluator narrative. The observation/evaluation instrument was developed in cooperation with teaching staff members and includes a rubric of performance skills and evaluator narrative. Results of teacher evaluations are used to plan professional development activities, develop teacher Professional Growth Plans, to inform tenure decisions, and make recommendations for continued employment and compensation.

Non-tenured teachers are observed at least three times each year in the classroom as part of the formal observation process and are also formally evaluated once each year. This evaluation is completed by the Principal, Supervisor of Special Services or Superintendent with input from

other members of the administrative team. Unscheduled, brief drop in classroom observations also take place throughout the school year.

Tenured teachers are observed one time each year in the classroom setting. Tenured teachers are also formally evaluated once each year. This evaluation is completed by the Principal, Supervisor of Special Services or Superintendent with input from other members of the administrative team. Unscheduled, brief drop in classroom observations also take place throughout the school year.

Fostering a collaborative atmosphere that promotes professional improvement and growth is important to the Board of Education and administration. Sustained job embedded professional development is provided to staff members in the areas of technology integration, precision teaching strategies, formative and summative assessment, teacher leadership, performance based assessment, and integrated units based on the understanding by design model.

HOLLAND TOWNSHIP SCHOOL
TEACHER EVALUATION RESULTS
SY 2010-2011

Number of teachers meeting the criteria for acceptable performance	Number of teachers in district	Percent of teachers meeting these criteria
71	72	98.6%

HOLLAND TOWNSHIP SCHOOL DISTRICT PRINCIPAL EVALUATION 2010-2011 SCHOOL YEAR

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 principals. The information presented below will help you to understand Holland Township Board of Education's policies and district procedures for principals.

Confidentiality Concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary principal evaluation outcomes in those cases where there are fewer than 10 principals in the entire district. Similarly, districts are not required to provide a school-level statistical summary of principal evaluation outcomes if there are fewer than 10 principals in a school.

Description of Principal Evaluation System

The Board of Education recognizes that the continuing evaluation of principals is essential to the achievement of the educational goals of this district, meeting the New Jersey Core Curriculum Content Standards improving instruction and promoting student achievement. The purpose of a program of evaluation is to promote professional excellence, improve the skills of principals, improve pupil learning and growth, and provide a basis for the review of teaching staff member performance.

The Board of Education and Superintendent work to establish and maintain a positive working environment where the professional growth that results from principals participation in the evaluation process and professional development is considered important. Principals are evaluated by using criteria that evolves from Professional Standards for School Leaders, instructional priorities and program objectives specified in their job descriptions.

Criteria includes the consideration of personnel management, instructional leadership, curriculum development, community relations, finance and budget, student achievement and management and administrative relations. Criteria also includes a review of principal's professional growth plan and other pertinent information. The evaluation instrument was developed in cooperation with principal and includes a rubric of performance skills and evaluator narrative. Results of principal evaluations are used to plan professional development activities, develop Professional Growth Plans, inform tenure decisions, and make recommendations for continued employment and compensation.

Non-tenured principals are evaluated at least three times each year as part of the formal evaluation process. This evaluation is completed by the Superintendent.

Tenured administrators are evaluated one time each year. This evaluation is completed by the Superintendent.

Fostering a collaborative atmosphere that promotes professional improvement and growth is important to the Board of Education and Superintendent. Sustained professional development is provided to the principal in areas identified during the evaluation process. Those areas may include curriculum development, improving instruction, personnel management and other areas that will enhance leadership skills.

PRINCIPAL EVALUATION RESULTS

SY 2010-2011

There is only one principal in the district therefore principal evaluation results are not reported.