

HOPATCONG BOROUGH SCHOOLS' 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 Hopatcong Borough Schools' 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

The Hopatcong Borough Schools Board of Education recognizes that the continuing evaluation of tenured and non-tenured teaching staff members is essential to the achievement of the educational goals of the district. The purpose of our program of evaluation is to promote best practices, improve the skills of teaching staff members, improve pupil learning and growth and provide a basis for the review of teaching staff member performance.

Each tenured teaching staff member is evaluated at least once through an observation and once through a summative evaluation. Non tenured teaching staff members are evaluated at least three times through an observation and once through a summative evaluation. All teaching staff members are evaluated by appropriately certified personnel against criteria which evolve logically from the instructional priorities and program objectives of each staff member. Criteria include but are not limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills and classroom management skills. These criteria also apply to requirements for continuing education and are incorporated into each teacher's professional development plan (PDP). All evaluative procedures include a review of each teacher's progress toward achievement of the state-required goal of 100 clock hours of professional development every five years.

Procedures are in place for:

- A. The collection and reporting of data, which are appropriate to the job description and minimally, include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of non tenured staff members; and an evaluation for each observation of a tenured staff member;

- C. The preparation of individual professional development plans (PDP);
- D. The preparation by the administrator/supervisor of an annual written performance report which includes the annual evaluation of the teacher, an individual professional development plan developed by the staff member and the administrator/supervisor;
- E. The conduct of the annual summary conference;
- F. The signing of the annual written performance report by the properly certified administrator/supervisor and the staff member.

Section 2. Evaluation Outcomes Tables

**HOPATCONG BOROUGH SCHOOLS: 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
229	229	100%

**HOPATCONG HIGH 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
73	73	100%

**HOPATCONG MIDDLE 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
63	63	100%

**DURBAN AVENUE ELEMENTARY 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%

**TULSA TRAIL ELEMENTARY 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
31	31	100%

**HUDSON MAXIM ELEMENTARY 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
29	29	100%