

WOOD-RIDGE 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 Wood-Ridge School District's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Section 1. Description of Teacher Evaluation System

- A. The Wood-Ridge Public School District evaluates teachers using an evaluation model based on the New Jersey Professional Standards for Teachers, and the model of UDL/essential questions. The form used to observe and evaluate teachers was revised during the 2009-2010 school year, and reflects the Domains of teaching: Planning and Preparation, The Learning Environment, Instruction, and Professional Responsibilities. The rubrics used are based upon the New Jersey State Professional Standards for Teachers, and the Wood-Ridge Teacher Job Responsibilities.

The building principals conduct daily walk-throughs around their buildings, and informally identify teachers' delivery of instruction using a walk-through checklist. This information is used with the teachers to identify strengths and areas in need of improvement. Using a range of feedback strategies the District evaluates each educator based upon performance in the Domains, and include formal classroom observations, teacher and student work samples, teacher and student portfolios, pre and post conferencing and other relevant artifacts.

Principals conduct a *minimum* of three observations for non-tenured teachers, and a *minimum* of one evaluation for tenured teachers. If there are recurring deficiencies in a teacher's delivery of instruction, the teacher is provided additional supervision, including further formal observations, towards the improvement of instruction. At the end of the school year each teacher must provide a PIP (Professional Improvement Plan) identifying strengths and areas in needs of improvement for the following school year. In addition, the building principal conducts a formal summative evaluation for each teacher, as a culmination of the year's work. Teachers are encouraged to participate in a variety of professional development activities, including ones which are offered in-district through Rutgers University and Montclair University.

Teachers are mandated to attend Monday faculty meeting and professional development activities during each month. All professional development activities are related to the teachers' PIP, the yearly District Goals/School Level Objectives, and support the District's Mission Statement.

- B. The evaluation process for untenured teachers involves a minimum of three formal observations and a final evaluation each year; tenured teachers are formally observed a minimum of once a year and a final evaluation. In addition, the building principals conduct daily "walk-throughs" which are informal assessments of teachers' delivery of instruction. These "walk-throughs" are used when in dialogue with teachers' delivery of instruction.

Section 2. Evaluation Outcomes Tables

**WOOD-RIDGE PUBLIC SCHOOL DISTRICT: TEACHER EVALUATION RESULTS
SY 2009-2010**

RATING CATEGORY (list from most accomplished to least accomplished)	Number of teachers in district receiving this rating	Total number of teachers in district	Percent of teachers in district receiving this rating
DISTINGUISHED	4	92	4%
PROFICIENT	87	92	95%
BASIC	0	92	0%
UNSATISFACTORY	1	92	1%

**WOOD-RIDGE PUBLIC SCHOOL DISTRICT: 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
91	92	99%

**CATHERINE E. DOYLE 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
38	38	100%

GRETA R. OSTROVSKY 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
16	16	100%

WOOD-RIDGE 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
37	38	97%

WOOD-RIDGE PUBLIC SCHOOL DISTRICT'S PRINCIPAL 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 the Wood-Ridge School District'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

- A. The principals and assistant principal in the Wood-Ridge Public School District are evaluated in accordance with state laws and regulations, and the New Jersey Professional Standards for School Leaders, Board policy and regulations, and through a variety of informal and formal observation and evaluation strategies. These strategies include informal and formal conferences with the superintendent, principal PIPs, observation and evaluation forms, school/community communications, student performance/achievement outcomes, achievement of the School Level Objectives, documents, completed teacher evaluations, goal setting, interim and final goals reports
- B. The Wood-Ridge Public School District follows state guidelines for the evaluation processes for untenured and tenured principals, specifically untenured principals are observed a *minimum* of three times during the school with additional informal and formal observations as needed. Tenured principals are observed a *minimum* of once during the school with additional informal and formal observations as needed. In addition, the district's administrators participate in the bi-monthly Administrative Council meetings, where issues and concerns are discussed; principals have also been given pertinent professional journal articles, books, etc., to support their professional development experiences as outlined in the New Jersey Professional Standards for School Leaders.

Section 2. Evaluation Outcomes Tables

PRINCIPAL EVALUATION RESULTS - SY 2009-2010

WE DO NOT post on website - District Has Less Than 10 Principals