

Riverdale's Teacher Evaluation System, SY 2010-2011

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 Riverdale's policies and procedures for evaluating teacher 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

Tenured teachers are evaluated a minimum of twice annually. One of these is a formal, classroom observation, in their role (formative) and one is summative, based upon the entire school year. Non-tenured teachers are evaluated a minimum four times annually (three formative and one summative).

The classroom observations are based upon a clinical supervision model, following a district designed evaluation instrument. The areas addressed in each observation include, but are not limited to: learning environment, elements of the lesson, relationship of teacher to students, teacher behavior/instruction, students' behavior and participation, evaluative process, use of instructional aids. Classroom observations are held after a pre-observation conference and are followed upon with a post-observation conference. It may include teacher work samples (e.g. lesson plans, assignments). An evaluator narrative follows each topical area on the evaluation form, and includes overall comments.

The summative evaluation report contains information regarding attention towards school goals, a statement about overall student progress, and individual progress towards a teacher's professional development plan. Suggestions for improvement and areas for continued focus are also documented. No overall rating is awarded in the teacher's summative evaluation.

Results from the completed teacher evaluations are used to inform future professional development opportunities, assist in formulate a teacher's Professional Development Plan, as a means of determining the award of tenure or recommendation for continued employment. Teacher evaluations are also considered when determining teacher placements.

Section 2. Evaluation Outcomes Tables

RIVERDALE DISTRICT: TEACHER EVALUTION RESULTS

SY 2010-2011

Number of Teachers meeting the district's criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
33	35	94%

RIVERDALE SCHOOL: TEACHER EVALUTION RESULTS

SY 2010-2011

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	35	94%

Riverdale's Principal Evaluation System, SY 2010-2011

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 Riverdale'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 an entire district.

Section 1. Description of Principal Evaluation System

In Riverdale, a non-tenured Principal is formally evaluated a minimum of three times annually. A tenured principal is evaluated a minimum of once annually. A clinical supervision model is utilized. District policy and the associated job description serve as the framework for evaluation which is in a narrative form. The evaluation includes, but is not limited to: formal/informal observations of the principal in his/her role, work samples (correspondence, evaluations of staff, school level reports, presentations, documentation of completed teacher evaluations, performance aligned to district goals, demonstrated leadership and school climate

indicators. Progress towards the principal's professional growth plan is also documented. A single, overall rating is not assigned.

Principal evaluation outcomes for districts with less than ten principals are not reported.