GALLOWAY TOWNSHIP PUBLIC SCHOOLS
Where Children and Learning Come First

TEACHER EVALUATION SYSTEM, 2009-2010 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 understand Galloway Township Public School District's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Section 1. Description of Teacher Evaluation System

TEACHING – ***T****eacher* ***E****valuation to* ***A****chieve* ***C****areer* ***H****ighlights,* ***I****mprovements,* ***N****etworking and* ***G****rowth* – serves as the model for evaluating teachers, counselors, library media specialists, nurses, and child study team members in the Galloway Township Public Schools. TEACHING supports the following vision for teacher evaluation:

> *The Galloway Township Public Schools believe effective educators are lifelong learners, that evaluation and professional development must actively involve collegial and collaborative interaction between educators, and that high standards and shared accountability improve student performance.*
> *The evaluation model acknowledges educators' rights and abilities to shape their own professional development in order to support school and district goals, is respectful of educators, yet demanding, and recognizes the complexity and importance of teaching.*

The model is based mainly on the work of Charlotte Danielson and Thomas McGreal. Danielson's framework for professional practice includes four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. These domains are further divided into various components which each containing multiple elements to help define the component. Within each component, teachers are rated as *distinguished, effective, developing,* and *unsatisfactory*. The rating of *effective* is what is expected of all our teachers; non-tenured teachers must be earning this rating in order to be recommended for tenure. The *distinguished* rating is reserved for those areas of a teacher's professional practice that are exemplary in nature. The domains, components, and elements are presented in the form of rubrics with one rubric for teachers of various grade levels and content areas. Additionally, there are specialized rubrics for counselors, library media specialists, nurses, and child study team members.

TEACHING is a differentiated model integrating formative and summative evaluation with annual goal setting and the professional development plan. Fundamental ideas supporting this model are as follows:

• Educators are professionals and should be offered options and choices
• Educators work together to improve instruction
• Educators should focus on students' learning outcomes
• Administrators should focus on educators who require or request assistance
• The PDP should include structure and resources for continuous improvement of instruction and be consistent with the New Jersey Professional Development Standards

In order to meet the needs of all teachers, the TEACHING model is a three track system. Track I is designed to meet the needs of non-tenured teachers. Track I teachers are formally evaluated four times per year. Track II focuses on the tenured teachers who are formally evaluated twice per year – one of which may be through a teacher's professional growth alternative. Track III addresses the veteran teacher in need of assistance. These teachers are formally evaluated at least two times per year depending upon the extent and nature of the needs.

Formal observations and/or walk-thru observations are a standard part of all evaluations. Additionally, the following evidence is used to evaluate teachers:

- Work portfolios
- Pre- and/or post-observation conferences
- Teacher work samples
- Teacher's Professional development Plan
- Progress in completing professional development hours
- Self-evaluation
- Evaluation narrative
- Professional Growth Activity (PGA) mid-year and final reports
- Participation in professional activities (e.g. intervention and referral services, parent-teacher conferences, and collaborative professional learning)

The evaluation process and information gathered through the process are used to inform:

- Tenure decisions
- Teacher's Professional Development Plans
- Compensation decisions (awarding/withholding of increment)
- Recommendations for continued employment
- Selection of teachers for specific roles or duties
- Teacher placement decisions

Additionally, the process is used to plan district-wide, school-level, small group, and individualized professional development opportunities.

The TEACHING model supports the Galloway Township Public School District mission for "all children to succeed in meeting the New Jersey Core Curriculum Content Standards and develop as lifelong learners and productive citizens." By clearly defining high expectations for teachers and by providing them with professional support, our district sets the stage for hiring and retaining quality teachers and educational professionals to work effectively with our diverse student population.

Section 2. Evaluation Outcomes Tables

The evaluation outcome tables are required by the New Jersey Department of Education as part of fulfilling Federal requirements for the Phase 2 of the State Fiscal Stabilization Fund program. Note: The term teacher is inclusive of teachers, counselors, library media specialists, nurses, and child study team members.

GALLOWAY TOWNSHIP PUBLIC 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
320	330	97

ARTHUR RANN 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
60	60	100

GALLOWAY TOWNSHIP 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
72	76	95

OCEANVILLE KINDERGARTEN LEARNING CENTER: 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
13	13	100

POMONA KINDERGARTEN LEARNING CENTER: 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
17	17	100

REEDS ROAD 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
56	57	98

ROLAND ROGERS 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
49	53	92

SMITHVILLE ELMENTARY 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
52	52	100