

TEACHERS

LOWER CAPE MAY REGIONAL'S 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 Lower Cape May Regional School District's 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

- A. Lower Cape May Regional School District's Teacher Evaluation System consists of the collection and reporting of data that is appropriate to the job description and includes as a minimum the observation of classroom instruction. Observation conferences and correspondence between the teaching staff member and the evaluating supervisor result in a written performance narrative detailing areas of strength (commendations), areas needing improvement (recommendations), and specific strategies for such improvement. The observation process documents how classroom instruction, lesson plans, and learning activities are aligned to the New Jersey Core Content Curriculum Standards, and Program, Building, and District Goals. Pre- and Post observation conferences and follow up communication ensure that the process is connected to student learning. Tenured teachers are observed at least once per year, and non-tenured teachers are observed at least three times per year.

Additional components of the process include informal/walkthrough observations, Principal reviews of lesson plans, regular reviews of teacher grade reporting and teacher participation in the ongoing development of the instructional curriculum.

Each year all teachers also participate in an annual performance review and professional development plan process. This produces a written summary of evaluative findings that include classroom observations, a review of staff member contributions to the district, pupil performance, the teacher's previous professional development activities, and a determination as to the extent the previous year's Individual Improvement Plan was accomplished. This written narrative accompanies written observation narratives as well

as any other documentation produced during the year as a record of teaching staff member performance.

Results of this system determine continued employment, placement decisions and staff tenure. They are also used in evaluating and producing the district's annual Professional Development Plan. Staff evaluation serves as the linchpin for the continued improvement of our instructional program.

- B. In addition to the requirements for tenured teachers non-tenured teachers receive a minimum of three classroom observations per year and participate in a required new teacher mentor program for at least one year. This consists of regular training and feedback from a team of highly qualified veteran staff who have been recognized for their success in the classroom.

- C. All evaluations are reviewed by the Superintendent at which time they become part of the Staff members' permanent performance record located in the Lower Cape May Regional School District Administration Building.

Section 2. Evaluation Outcomes Tables

- A. The Lower Cape May Regional School District does not assign a single, overall rating or level on a single scale for a teacher’s annual summative evaluation.

LOWER CAPE MAY REGIONAL 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
169	169	100%

LOWER CAPE MAY REGIONAL 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
104	104	100%

RICHARD M. TEITELMAN 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
65	65	100%

