

## **Educator Evaluation Information**

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 Red Bank Regional High 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 if there are fewer than 10 teachers in a school.

### **Description of Teacher Evaluation System**

The teacher evaluation system used to evaluate the effectiveness of all teachers in the Red Bank Regional High school district is aligned to the rubrics created by educational researcher, Charlotte Danielson and the New Jersey Professional Standards for Teachers. All teachers are evaluated in four major areas: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Included in these areas are descriptors that demonstrate knowledge of content and pedagogy, knowledge of students and their abilities and achievements, classroom environment and class management, communication skills, contributions to the school and district, and demonstrations of growth as a professional educator.

The district's evaluation process is tiered. All non-tenured teachers are observed at a minimum three times during the school year. Each observation is followed by a narrative report including evaluator's comments. Each observation is followed by a post conference meeting to discuss the evaluator's comments. All tenured teachers are observed, at minimum, once a year and receive an annual summative evaluation at the end of the school year.

The yearly final evaluation includes evidence collected from teachers, walk-through observations, yearly professional development plans, self-reflection, attendance rates, accrued professional development, an administrator's narrative and a professional development plan for the upcoming school year. The purpose of the annual summative evaluation is to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth consistent with the Core Curriculum Standards, reflect on the standards of professionalism, and provide a basis for the review of performance of teaching staff members.

### **Red Bank Regional High School District SY 2009-10**

School	Number of Teachers Meeting the District's Criteria for Acceptable Performance	Number of Teachers in School	Percent of Teachers in District Meeting these Criteria
Red Bank Regional H.S.	126	128	98.4%
<b>DISTRICT TOTAL</b>	<b>126</b>	<b>128</b>	<b>98.4%</b>

### **Description of Principal Evaluation System**

Red Bank Regional High School District's certificated principals are evaluated in accordance with state law and regulations. Districts are not required to provide a district-level statistical summary of principal/ assistant principal evaluation outcomes if there are fewer than 10 principals/ assistant principals in a district.

Similar to the procedures in place for non-tenured teachers, principals in their first three years of employment, are evaluated at least three times each year, including two interim evaluations and a final evaluation. Evaluations are completed by the Superintendent in narrative form which include and overview,

observed performance strength, attendance and recommendations. The same is true for tenured principals, except they, like their teacher counterparts, minimally receive an interim evaluation and a final evaluation.

The year-end evaluations usually completed during the spring of each year take the form of a narrative and cover in greater detail the information previously discussed in the interim evaluations. Also discussed in the document are evidence of the quality of teacher and other employee evaluations, of student performance data, and of matters related to district and/or superintendent goals. The year-end evaluation will include a principal's individual goals. Post-evaluation conferences are further held in connection with these evaluations.

\*This includes principals and assistant principals.

The Red Bank Regional High School District employees only two principals, hence for confidentiality reasons, no data is supplied.