

**WOODBURY CITY PUBLIC SCHOOLS' 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 Woodbury City'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. Narrative evaluation tools are utilized by administrators when evaluating teacher performance. The following areas are the focus of the classroom evaluations – Learning Objective, Evidence of Planning, Activities Which Engage Students, and Assessment of Student Learning; each category is marked as to whether the lesson observed meets district expectations. Additionally, the annual summative evaluation of teachers provides areas of review for each of the following: Overall Performance, School Citizenship, Attendance, Teacher Progress Toward 100-hour Professional Development Requirement, Student Progress, Professional Growth Plan – review of current year plan and planning for next year, and Contract Recommendation.

The evaluation process includes formal observation, walk-through observations, pre and/or post observation conferences, teacher work samples (including lesson plans), teacher professional development plans, teacher self-evaluation, and evaluator narrative. The results of the teacher evaluation system are used to plan for professional development opportunities, inform individual teacher Professional Development Plans, assist in tenure decisions, inform recommendation for continued employment and aid in making teacher placement decisions.

- B. Untenured teachers have three classroom evaluation conducted during the school year; tenured teachers have one, formal classroom observation conducted.

Section 2. Evaluation Outcomes Tables --

**WOODBURY CITY 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
154	162	95.1%

WOODBURY JR.-SR. 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
74	82	90.2%

WEST END MEMORIAL: 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	37	100%

EVERGREEN AVENUE: 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
35	35	100%

WALNUT STREET: 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%

WOODBURY CITY PUBLIC SCHOOLS' 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 Woodbury City'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. Each Woodbury administrator is evaluated using a narrative evaluation tool that is based on the 2008 Interstate School Leaders Licensure Consortium (ISLLC Standards). More detail on the ISLLC Standards can be found at:
<http://www.wallacefoundation.org/NewsRoom/PressRelease/Pages/EducationalLeadershipPolicyStandardsISLLC2008.aspx>.

Formal observations/visits, school climate indicators, evaluator narratives, evaluation conferences and performance aligned to district goals are all types of evidence included in the formal principal evaluation process. The results of the principal evaluations system are used to plan professional development opportunities, inform tenure decisions, assist in the recommendation for continued employment, aid in selection of principals for specific roles or duties, and guide principal placements.

- B. The same evaluation process is employed for untenured and tenured principals.

Section 2. Evaluation Outcomes Tables --

WOODBURY CITY PUBLIC SCHOOLS: PRINCIPAL EVALUATION RESULTS SY 2009-2010

Woodbury City Public Schools has fewer than 10 principals – therefore, results are not posted.