

**BURLINGTON COUNTY SPECIAL SERVICES SCHOOL DISTRICT
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 Burlington County Special Services 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. The Burlington County Special Services School District Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The Board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

All teaching staff members shall be evaluated against criteria that evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position.

Criteria must include but need not be limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills; classroom management skills. These criteria shall also apply to requirements for continuing education and shall be incorporated into each teacher's Professional Development Plan (PDP).

Evidence of the effectiveness of these considerations are, but not limited to:

- ◆ Administrative walkthrough
- ◆ Lesson plan review
- ◆ Gradebook review
- ◆ Data collection review
- ◆ Monitoring of Professional Development sessions
- ◆ Formal and informal discussions with teacher
- ◆ Formal observations
- ◆ Observation conferences
- ◆ Summative evaluations
- ◆ Annual written performance reports

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

- B. Non-tenured teacher performance is evaluated similarly except the formal observation and observation conferences occur at least three times per year.

Section 2. Evaluation Outcomes Tables

BCSSSD does not assign a single, overall rating or level on a single scale for a teacher's annual summative evaluation. The following table identifies teacher evaluation outcomes for the 2009/2010 school year. As indicated in the table, 98.5% of the teaching staff met the district's criteria for acceptable performance.

BURLINGTON COUNTY SPECIAL SERVICES SCHOOL DISTRICT
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
135	137	98.5%