

**RIVER EDGE SCHOOL DISTRICT  
TEACHER EVALUATION SYSTEM  
SY2009-2010**

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 River Edge's policies and procedures for evaluating teachers.

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 ten (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 ten (10) teachers in a school or fewer than ten (10) principals in a school district. As the River Edge elementary schools exceed these limits for teachers, summaries are presented below for each school.

**Description of Teacher Evaluation System**

In accordance with River Edge Board Policy on teacher evaluation (File code 4116) and consistent with New Jersey Professional Standards for Teachers the 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 is 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 develops evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The chief school administrator, in consultation with teaching staff members, develops job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. All teaching staff members are 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 and in district the goals and objectives. 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).

Tenured teaching staff members are observed and evaluated at least once each year by properly certified persons. Non-tenured teaching staff members are observed and evaluated at least three times each year by properly certified district staff. Each evaluation is followed by a conference between the teaching staff member and his or her superior or supervision(s). All teachers receive a written, summative performance evaluation.

Data on performance may be collected through informal observations, interviews, walkthroughs, teacher work samples such as lesson plans and projects, previous performance reports, progress in completing required professional development hours, and review of current records bearing on job performance. The methods selected are appropriate to the criteria being employed and the responsibilities being evaluated. 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.

The district uses the results of the teacher evaluation system to support professional competence, identify areas of strength and deficiency, extend assistance for the correction of any deficiencies, plan professional development opportunities, provide a basis for recommendations regarding reemployment, inform compensation and tenure decisions, inform decisions about the selection of teachers for specific roles, placement decisions, growth opportunities, awards and recognitions and improve the quality of instruction received by the pupils served by the school(s) in the district.

**River Edge 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
89	90	99%

**Cherry Hill School Teacher Evaluation Results  
SY 2009-2010**

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in Cherry Hill School	Percent of teachers in Cherry Hill meeting these criteria
50	51	98%

**Roosevelt School Teacher Evaluation Results  
SY 2009-2010**

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in Roosevelt School	Percent of teachers in Roosevelt School meeting these criteria
39	39	100%

**RIVER EDGE SCHOOL DISTRICT  
PRINCIPAL EVALUATION SYSTEM  
SY 2009-2010**

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 River Edge District 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 an entire district.

**Description of Administrator Evaluation System**

In accordance with River Edge Board Policy and as specified in statute and code and based on the New Jersey Professional Standards for School Leaders, principals and the assistant principal are evaluated in order to promote their professional excellence and identify strengths as well as areas of deficiency, to remediate any deficiency, to plan professional development opportunities, to develop a comprehensive and meaningful Professional Growth Plan, to enhance public learning, to inform recommendations related to compensation, continued employment, the granting of tenure, commendations and awards as well as to

generally provide a basis for the review of administrative performance. The River Edge School District employs two principals and an assistant principal who are responsible for the daily management of the building as well as ensuring that appropriate teaching and learning is taking place in all classrooms. These administrators are evaluated by the superintendent through formal and informal observations. Tenured staff receives at least one, annual written formal evaluation and non-tenured administrators are evaluated at least three times a year as specified in statute and code. The evaluations address the elements of the individual's job description, the goals of the district and the individual's professional growth plan. In addition, a non-tenured administrator works with a state-assigned mentor as he works toward his standard certificate as a principal. All principals receive a written summative performance evaluation and are involved in a summative evaluation conference.

Our administrators are also required to reflect on their performance and review the evaluator's narrative during an evaluation conference. The administrators participate in the formulation and implementation of the district goal relative to student achievement. Regular evidence of the principals' work is gathered in reviewed. This includes samples of the principals' completed teacher evaluations, memos, communications with the school community, principals' self-evaluations, school climate indicators, and the accomplishment of goals that have been established with the superintendent.

With an eye to improve instruction the evaluations of our administrators serve as a basis for future professional development, inform tenure decisions for non-tenured employees, recommendations regarding continued employment, and the selection of principals for specific roles and duties in the district. All final evaluations are in a narrative form that addresses the strengths and weaknesses of the individual along with suggestions for improvement in any areas that are in need with the on-going objective of meeting district needs.