

HAMILTON TOWNSHIP SCHOOL DISTRICT TEACHER EVALUATION SYSTEM



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 highlights several critical areas in the Hamilton Township School District's policies and procedures for evaluating staff.

Purpose

The purpose of the district evaluation for teachers is to promote professional excellence and improve the skills of teaching staff members, to improve student learning and growth, and to provide a basis for the review of staff performance.

Foundation

Based on the New Jersey Professional Standards for Teachers and School Leaders, the National Board for Professional Teaching Standards, and selected instructional strategies, the district's teacher evaluations work to maintain rigorous standards and on-going learning in the profession. It is important to note that teacher job descriptions—being concise and stating major objectives—corresponds with the evaluation of job performance. Formal observations can typically last from forty minutes to a two-hour block of time. Observers evaluate teaching staff in the following capacities:

- Planning and Preparation
- Presentation, Technique, Content and Student Participation
- Interpersonal Relationships
- Classroom Environment/Management
- Lesson Narrative (consisting of an objective and form of assessment/closure)
- Commendations
- Recommendations
- Optional Reflection Comment/Question

The table below identifies the indicators used in all staff evaluations:

1	Satisfactory
2	Needs Improvement (<i>See recommendations</i>)
3	Unsatisfactory (<i>See recommendations</i>)
4	Not applicable/observable

Procedure

Building Principals schedule staff evaluations before the start of each school year. The number of evaluations coincides with the staff member's tenure. Non-tenured teaching staff are evaluated no less than three times in one school year, and tenured teaching staff are evaluated at least once during a school year. In addition, during a staff member's tenure year, he/she is evaluated by the Superintendent; thus being evaluated four times during that particular year.

System Design



The design of the evaluation process is based on Marzano, Pickering, & Pollak's *Classroom Instruction That Works* where nine identified instructional strategies are assessed. These strategies, in which the instructional sections of teacher evaluations are based, are linked to improved student achievement in all content areas and across all grade levels:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

All indicators marked as *Needs Improvement* or *Unsatisfactory* will be accompanied by recommendations made by the evaluator. Evaluations by administrators are kept in an electronic shared folder where every administrator has access. This enables Principals, Vice Principals, Supervisors, and the Superintendent to review all prior evaluations where applicable, and look for improvement in recommended areas. Evaluations are done by appropriate personnel and judged against criteria where instructional priorities and program objectives have been established in this school district. These written documents are prepared within 10 days of the observation at which time a post-conference is held.

Additional Data



In addition to formal observations, which begin in October and take place throughout the school year, administrative walk-throughs are happening concurrently. The Hamilton Township School District administration utilizes a tool called iObservation—a wireless, web-hosted system for collecting and acting on data from classrooms visited on an on-going basis. iObservation consists of tools called *Forms*—an electronic data collection containing “look-fors” and evidences of best practice techniques. The rubrics associated with iObservation can be used to measure professional growth in teaching skills and/or strategies.

Annual Report

In addition to evaluations, every staff member is given an Annual Written Performance Report. The staff member must prepare an individual Professional Improvement Plan, which is a summary of the result of formal and informal assessments of his/her pupils, and a statement of the effectiveness of the overall program and the performance of the students. This document is attached to the Annual Report and is concluded with a summary conference held with the building administrator.

Outcome



The Hamilton Township School District is proud to be a school community committed to learning, growing, and achieving together as is reflected in our vision statement. We work together to meet the challenges in a district of wide-range diversity. Each of the district's schools—primary, elementary, and middle— have adopted mission statements specific to the needs of their students. Administrators then work to improve teaching practices which correlate to the needs of the students at every grade level. Teacher evaluations include specific recommendations that must be met through best practices. In this way, the evaluation tool promotes professional excellence by improving the skills of teaching staff members; thus improving student learning and growth.

Evaluation Results

Hamilton Township School District	Total Number of Certificated Staff inclusive of Teachers, CST members, and Guidance Counselors	Total Number Meeting Criteria for Acceptable Performance
	284	97.19%

Name of School	Total Number of Certificated Staff inclusive of Teachers, CST members and Guidance Counselors	Total Number Meeting Criteria for Acceptable Performance
Joseph C. Shaner Elementary	49	100%
G. L. Hess Educational Complex	132	99.25%
William Davies Middle School	103	93.21%

Reference:

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works*. CO: McRel.