

CODIFICATION REFERENCE NUMBER: M3221

DATE: September 2, 2010

**OBSERVATION AND EVALUATION OF
NON-TENURED PROFESSIONAL STAFF**

PROCEDURES:

I. IMPLEMENTING THE TEACHER'S OBSERVATION REPORT

As is required by New Jersey State Law and included in the Agreement with the Bernards Township Education Association, observation and summary evaluations must be completed with all teachers annually. Tenured teachers shall be observed at least once and non-tenured teachers at least three times each year. In the hopes of making this process more beneficial to both the professional staff and the students, the following list includes many of the performance expectations that supervisors, principals and other administrators try to observe as a primary part of the process. Hopefully, clarifying these expectations will demystify the observation process, both for the person being observed and for the observer.

Certainly, we all recognize that it is impossible to identify all of the elements which contribute to the art and science of good teaching and no one should be expected to demonstrate all of the performance expectations in one lesson; but, at least it will give us a starting place so that a teacher will not wonder what the observer will be looking for and it will provide a good basis for discussion at the post-observation and summary evaluation conference.

Teachers should have copies of their lesson plans, grade book, and the written materials they will be using available for the observers when they enter the room.

Performance Expectations:

A. Shows Evidence of Careful Planning --

1. Teaches to Board approved courses of study and curriculum guides
2. Designs lessons appropriate for the students' ability
3. Includes measurable objectives, activities and materials designed to meet the objectives, and means to assess student growth

B. Initiates and preserves proper classroom management and discipline --

1. Makes rules and expectations clear to students and requires observance of those rules
2. Demonstrates behavior that is achievement-oriented and business-like
3. Is consistent and fair in expectations of behavior
4. Handles behavior problems individually

5. Avoids nagging and sarcasm
- C. Knows whether students are understanding and instructs accordingly --
1. Regularly checks for understanding and adjusts strategies when needed
 2. Uses various methods of checking for understanding
- D. Makes provision for various learning styles --
1. Uses a variety of instructional strategies and methods
 2. Involves students actively in the lesson
 3. Demonstrates effective modeling
 4. Uses a variety of teaching aids and resources
- E. Demonstrates a keen understanding of subject matter --
1. Displays knowledge of text materials and other resources
 2. Demonstrates comprehensive knowledge of related disciplines
 3. Answers student questions thoroughly
 4. Goes beyond the text to enhance the content
- F. Has students summarize and appropriately close each lesson
- G. Creates and maintains a supportive positive classroom environment --
1. Responds positively to students both verbally and visually
 2. Uses techniques that engender enthusiasm in students (change of pace, voice inflections, body movement, etc.)
 3. Uses humor in proper perspective
 4. Encourages positive behavior by maintaining self-control
 5. Displays students projects and other samples of work
- H. Demonstrates good questioning techniques --
1. Addresses all levels of Bloom's Taxonomy
 2. Addresses questions to **all** class members
 3. Rephrases questions when appropriate
- I. Provides for varying levels of ability of students --
1. Uses cooperative learning when appropriate
 2. Provides different assignments and/or activities
 3. Stresses activities that require analytical and critical thinking as well as recall of fact
- J. Gives evidence of student learning taking place --

1. Offers a variety of assessment strategies that are rigorous and meaningful
2. Assigns homework and makes students accountable
3. Periodic review of student work shows consistent improvement

K. Demonstrates good communication skills --

1. Gives clear and concise directions
2. Models proper command of the English language in both written and spoken communication with students, colleagues and parents

II. PROCEDURES FOR PROCESSING THE TEACHER'S OBSERVATION REPORT

- A. Observations will be conducted according to the list provided by the superintendent (see appendix)
- B. Observation procedures must follow the negotiated BTEA contract
- C. An additional post-observation conference held after the observation, but before the final conference, may be held.
- D. Signed observation reports should be sent to the Assistant Superintendent for placement in the teacher's personnel file with a copy sent to the individual who writes the annual performance report.
- E. Teacher retains signed copy.

III. IMPLEMENTING THE TEACHER'S ANNUAL PERFORMANCE REPORT (APR)

- A. A written Annual Performance Report shall be prepared by an administrator who has participated in the evaluation of the teacher. The Annual Performance Report shall include, but not be limited to:
 1. A review of the teacher's Professional Improvement Plan for the current year.
 2. All dates of observations conducted during the period of evaluation.
 3. Performance areas of strength based on the job description.
 4. Performance areas needing improvement based on the job description.
 5. Any notes or memos pertaining to performance which have been shared with the teacher during the period of evaluation.
 6. Comments should reflect input from all individuals who share responsibility for the teacher's evaluation.

7. The evaluative criteria indicated in Section II.
 8. A summary of available indicators of pupil progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and performance of the individual teacher.
 9. A Professional Improvement Plan for the following school year developed by the administrator and the teacher.
 - a. In developing the plan, the teacher should be realistic in terms of attainment of the completed Professional Improvement Plan and should select significant objectives.
 - b. The teacher's plan should include those objectives suggested by the administrator as well as the teacher.
 - c. The teacher's plan should reflect the guidelines for implementing the Professional Improvement Plan. (see section V)
 - d. The plan is finalized by the administrator during the Annual Evaluation Report conference.
- B. An annual summary conference between the administrator and teacher shall be held before the written evaluation report is filed. The conference is for the teacher and the administrator to reflect upon the teacher's performance for the year. The conference shall include but not be limited to:
1. Review of the performance of the teacher based upon the job description.
 2. Review of the teacher's progress regarding the current year's Professional Improvement Plan.
 3. Review of available indicators of pupil progress and growth toward the program objectives.
 4. Review of the written Annual Performance Report and the signing of the report within five (5) school days of the review.
 5. Performance data which have not been included in the written Annual Performance Report may be entered into the record by the teacher within ten (10) school days after signing of said report.
- C. It is expected that teachers and supervisors will come to the annual summary conference (and to each conference following an observation) prepared to discuss these indicators. They should have appropriate materials available which could include but may not be limited to:

1. Teacher made tests
2. Completed homework assignments
3. Individual folders containing evidence of pupil's work
4. Lab reports prepared by pupils
5. Standardized and/or district-wide tests/assessments
6. Lesson plans and grade book
7. Other sources of information about student progress, such as teacher observation and writing portfolios

D. Attendance

The administrator should include a written comment on attendance if a teacher's excessive absences or whose pattern of absences has had an effect on the continuity of instruction, student attitude and learning, and/or the overall school program and if it is believed that the teacher could make a greater effort to improve his/her attendance. Indicate the counseling completed throughout the year.

E. For all tenured teachers, one of the following statements must appear on the written Annual Performance Report:

1. “. . .is recommended for reappointment for the 19__ - __ school year.”

OR

2. In cases where the teacher's performance results in a special recommendation (Administrative Review), withholding of increment, non-renewal), consult with the superintendent prior to formulating a statement.

F. For all non-tenured teachers, one of the following statements must appear on the written Annual Performance Report:

1. “. . .is recommended for reappointment for the 1997-98 school year.”

OR

2. “No recommendation for the 1997-98 school year can be made at this time because of budgetary and enrollment implications.”

OR

3. In cases where the teacher's performance does not warrant reappointment, state “. . . . is therefore not recommended for reappointment.”

G. In those instances where responsibility for a teacher's evaluation is shared, the following statement should be added to the written evaluation:

“The Supervisor, Director or Principal. . . . concurs with this evaluation.”

- H. The written Annual Performance Report should be recorded on the form provided by the Central Office. The original should be forwarded to the Assistant Superintendent for placement in the teacher's personnel file with copies forwarded to the building principal.

IV. IMPLEMENTING THE TEACHER'S PROFESSIONAL IMPROVEMENT PLAN (PIP)

- A. The administrator responsible for writing the Annual Performance Report, shall confer with each teacher regarding the PIP by April 7, 1997 for non-tenured staff and May 5, 1997 for tenured staff. The input of other supervising administrators must be solicited before conducting this conference.
- B. The Professional Improvement Plan should reflect the district, building, and/or departmental objectives and should incorporate the individual goals and activities outlined in the Annual Performance Report. The completed Professional Improvement Plan should contain:
 - 1. At least one meaningful objective. Objective(s) may be suggested or refined by the administrator as well as the teacher.
 - 2. A list of activities for demonstrating how this objective(s) is to accomplished.
 - 3. A list of how this objective(s) will be evaluated, including a time-line where applicable.
 - 4. A list of materials and resources needed to implement the objective(s).
- C. The completed Professional Improvement Plan may be open to change or modification by the teacher and/or supervisor as necessary during the course of the year, but no later than January 15. Any change or modification should be mutually arrived at in a conference between the teacher and the administrator.
- D. A teacher's performance with regard to the Professional Improvement Plan and all appropriate district, building, and department objectives will be considered in the preparation of the annual performance report.

V. ADMINISTRATIVE REVIEW (AR)

- A. A teacher is placed on AR in order to highlight the critical and immediate need to demonstrate significant improvement in performance and to provide the teacher with additional supervisory assistance.
- B. A teacher may be placed on AR at any time following discussion with, and approval by, the Superintendent. The Superintendent will confirm this action in writing with copies going to the teacher, the teacher's immediate administrator, and the teacher's personnel file.

- C. Any teacher who is placed on administrative review will have an action plan developed by the Principal in consultation with Supervisors, Assistant Principal, Assistant Superintendent, and Superintendent.
- D. Any teacher who is placed on administrative review will have additional formal, written observations scheduled. These observations will be conducted by the Principal, Assistant Principal, Supervisor(s), Assistant Superintendent, and/or Superintendent.

VI. WITHHOLDING OF INCREMENT

- A. A teacher placed on administrative review who does not demonstrate the required improvement may have withholding of increment procedures initiated. In most cases, the teacher will have been placed on administrative review prior to a recommendation for withholding of increment.
- B. The Superintendent will communicate in writing to the teacher the intention to withhold increment.
- C. The Superintendent will recommend to the Board of Education that the increment be withheld.

VII. ADMINISTRATOR'S RESPONSIBILITIES

- A. In each instance where there is concern or question about a non-tenured teacher, the Principal or Supervisor responsible for writing the final evaluation must make a total of three observations. With tenured staff, multiple observers will complete the additional three observations.
- B. The administrator writing the final evaluation of a tenured teacher must make at least one observation of the teacher.
- C. It is suggested that building Principals share supervisory responsibilities with their assistants. However, Principals should be responsible for those teachers about whom there may be some concern or question.

VIII. CENTRAL OFFICE MONITORING PROCEDURES

- A. The Assistant Superintendent and Superintendent should be informed immediately where there is a concern about the performance of any teacher.
- B. All administrators are expected to follow the Guidelines For Due Dates listed in Section I.

- C. All administrators are expected to use the supervision and evaluation forms found in this document.
- D. All administrators are responsible for producing clear, thorough, objective, and well-written observation and evaluation reports.
- E. In the case of marginal teachers, all administrators are responsible for writing observation and evaluation reports that clearly document the ineffective performance.
- F. Observations must take place in a classroom setting with students or in a professional setting with students, parents, or other teachers (ie. nurse interacting with students, child study team member interacting with parent).