

Evaluations

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.

Teachers

The information presented below will help you understand Eastern Regional's policies and procedures for evaluating teachers and education specialists such as librarians and counselors.

Section 1 – Description of Teacher Evaluation System

- Eastern Regional's teacher evaluation system uses the Marzano Teacher Evaluation Model. The primary method (85%) for evaluating teachers includes evidence from formal observations, walkthrough observations, pre and post observation conferences, lesson plans, assignments, teachers' Professional Development Plans and hours, and teachers' self-reflections. The comprehensive evaluation process assesses a teacher's performance and maximizes teacher improvement. Conferences between teachers and administrators allow for planning and improving on any areas of concern. The secondary method (15%) utilizes Student Growth Objectives (SGO) where teachers measure a baseline of students' knowledge and skills by mid-October and measure students' growth by April using a summative assessment(s).
- Non-tenured teachers are observed a minimum of 3 times and tenured teachers re observed a minimum of 2 times. Teachers can be observed and evaluated more frequently if the administration deems it necessary.

Section 2 – Evaluation Outcomes Table

Number of teachers meeting the district's criteria for acceptable performance.	Number of teachers in the district	Percent of teachers in school meeting these criteria
135*	139	97%

*4 teachers not evaluated

Principals

The information presented below will help you understand Eastern Regional's policies and procedures for evaluating principals and vice-principals.

Section 1 – Description of Principal Evaluation System

- A. Eastern Regional implemented the New Jersey Principal Evaluation for Professional Learning Process. The NJPEPL Process and Observation Instrument have been designed to work together in a coherent system of principal evaluation and professional learning. The evaluation process (50%) includes evidence from formal observations, principal's work portfolios, principal's self-evaluations, principal work samples, documentation of completed teacher evaluations, evaluator reports, and evaluation conferences. Student Growth Objectives (50%) combine measures of student growth created by individual principals and averaged from either department or school-wide teachers' SGO performance. The comprehensive evaluation process is aligned to district goals. Conferences between principals and their supervisors allow for development of strategies to improve on any areas of concern. The principal evaluation process allows for planning professional development needs for individual principals.
- B. Non-tenured principals are formally evaluated a minimum of 3 times per year, and tenured principals are formally evaluated a minimum of 2 times per year. Principals are observed and evaluated more frequently if the superintendent deems it necessary.

Section 2 –

Eastern Regional has fewer than 10 principals.