

## FAIR LAWN BOARD OF EDUCATION PRINCIPAL 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 Fair Lawn's policies and procedures for evaluating principals and assistant principals.

The Fair Lawn Public School District is charged with the daunting responsibility of preparing all of our students for the complex world that awaits them upon graduation. The task of administering this vastly complex organization requires professional leadership that is highly competent, skilled and knowledgeable in a myriad of areas. One of the most vital members of our education community is the Building Principal. In addition to them managing the day to day activities in their building, they must present a dimension of Instructional Leadership that is necessary for having an effective school.

Some of the job functions that exist under the heading of Instructional Leadership include supervising and evaluating quality instruction, coordinating the curriculum of the school and district, the monitoring of student progress, using data-driven decision making, and developing a school climate that is safe and conducive to teaching and learning. The available evidence suggests schools that cultivate particular in-school processes and conditions such as rigorous academic standards, high-quality instruction, and a culture of collective responsibility for students' academic success, are best able to meet the needs of all students (Bryk & Driscoll, 1985; Newmann & Wehlage, 1955). Therefore, the evaluation process must provide information for accountability purposes as well as recommendations to improve leadership practices (Reeves, 2005).

In Fair Lawn, the annual written summative evaluation for each Building Principal addresses leadership knowledge, skills and behaviors as well as utilizing the ISLLC and New Jersey Professional Standards for School Leaders Model\*. The annual evaluation for both tenured and non-tenured principals also incorporates various tenets of the Learning Sciences Institute, Vanderbilt University leadership model. As Superintendent, I believe the DNA of an effective and successful principal is grounded in Instructional Leadership that promotes both school and student success. The evaluation also addresses the individual's level of accomplishment of the expectations regarding leadership behaviors that lead to changes in school performance, which in turn lead to student success (Vanderbilt University, 2007\*\*).

The reason why the written summative evaluation has been created as a hybrid of the two models previously mentioned, is because the ISLLC standards model is a response to the national and state standards movement in education. To use the ISLLC model by itself would only be measuring building leaders according to various standards. However, with incorporating some of the major tenets of the VAL-Ed. Model, the Building Principals are now held accountable and evaluated specifically on their leadership behaviors such as planning, implementing, supporting, advocating, communicating, and monitoring various key components such as student learning, rigorous curriculum, pedagogy, creating a culture of learning professional behavior and systemic performance accountability, etc. The principal who accomplishes growth in these areas should have a more direct impact on school and student achievement and their continuous improvement.

Other sections of the principal’s evaluation center on the role of the principal in establishing their school as a Professional Learning Community and the disposition of their Individual Growth Plan as set forth under the New Jersey Professional Learning Guide for School Leaders. In addition, principals must complete an annual portfolio containing exhibits, samples of communication documents, and various other artifacts of their work and involvement as an instructional leader throughout the school year. The evaluation document also includes recommendations and commendations, which culminates with an assigned Professional Development Initiative (PDI) and a project that each administrator must undertake.

The final section of the evaluation includes the summary and the opinion of the Superintendent on the overall accomplishment and growth of the principal during the past school year. It also contains a recommendation for either non-renewal or continuation of employment with the Fair Lawn Public Schools.

If there are any questions relevant to our documents and/or our process, please contact me by phone or e-mail. Please note the associated Board of Education Policy listed below can be viewed in its entirety at [www.fairlawnschools.org](http://www.fairlawnschools.org) under the Board of Education Policies link.

Policy #3223 - Evaluation of Administrators

Thank you,

Bruce Watson, Superintendent  
Fair Lawn Board of Education

Number of principals meeting the district’s criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
14	14	100%

**Footnotes:**

\* In December of 2003, the State Board of Education adopted the Interstate School Leader Licensor Consortium (ISLLC) Standards for School Leaders as the New Jersey Professional Standards for School Leaders. The State’s standards-based continuum of school leadership practice contributes to the overall standards-based educational reform agenda in New Jersey and is intended to insure school leaders have direct requisite knowledge, skills, and dispositions to lead continuous improvement in teaching, learning, and student achievement in their schools (NJDOE, 2008).

\*\*With Wallace Foundation support, the Vanderbilt model provides a rubric to assess school leadership behaviors with the intersection of core components (i.e., what principals or leadership teams must accomplish to improve academic and social learning for all students) and key processes (i.e., how principal or leadership teams create those core components). Utilizing this conceptual framework, it is the intention to develop a leadership behavior inventory that will provide profiles of performance across each of the core components and across each of the key processes. The uniqueness of this model is to measure the value-added behaviors of the leaders and their effect on student achievement. (Vanderbilt Assessment of Leadership in Education Model - VAL-Ed. March 2007).

## FAIR LAWN BOARD OF EDUCATION 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 Fair Lawn's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Evaluation is meant to be a summary of the teachers' performance as it relates to the learner in the classroom. The Fair Lawn School District takes great pride in its goals, "success for each and every student, quality and continuous improvement". These have not only been our goals for our students, but also for our professional staff. The Fair Lawn School District is dedicated to providing the instructional staff with a myriad of growth activities rooted in developing and supporting master teachers. District evaluators look for evidence that the NJ Core Content Standards are met and utilized in developing meaningful learning experiences. The teacher must exhibit content knowledge and that the knowledge can be applied by the student learner. Later in this document you will note that the district also has additional documents with which to measure growth by the teacher and the student. Clearly, it is expected that district initiatives will be implemented and that the supporting materials will be utilized in constructing meaningful learning experiences. Materials such as pacing charts, portfolios and Language Arts Literacy roadmaps are instructional guides. To ensure that the initiatives, district expectations and NJ State Core Content Standards documents are used, the district employs a number of supervisory tools to ensure the quality of teaching in the district.

Evaluation instruments that are utilized require expertise in a variety of skills. You will note that the observation document, although a narrative, has guidelines. These guidelines include criteria for effective classroom management, instructional skills that include planning, teaching strategies and assessment. Under the heading classroom management, you will find a number of bullets requiring teachers to promote acceptable behaviors and procedures that encourage students to participate and provide for a safe and comfortable environment where students can learn and explore. Prominent on the chart are instructional skills. There are several headings associated with each skill. Under planning you will note that there are a number of bullets that deals with lesson plans, objectives, assessments and a variety of learning experiences pertinent to grade, age and are leveled for individual skills. In the teaching strategy domain, the evaluator will look for evidence that shows a variety of techniques in providing instruction to students. This includes such items as critical thinking, creative problem solving, infusion of technology and the overall movement of the lesson toward conclusion. Lastly, assessment provides for student understanding, whether it is verbally or in a task related activity, which provides formative and summative feedback for the teacher.

The traditional observation model requires the evaluator to observe a tenured staff member at least twice a year in a formal setting. Then, at the end of the year, a final evaluation is completed for the year. Additionally, district administrators conduct walkthroughs regularly and participate in modeling lessons. The district also provides the staff with pacing charts, common assessments and Language Arts Literacy roadmaps to ensure that students are receiving the same learning experiences as students in other district schools. All teachers participate in an annual Professional Development Plan

There is a mid-year evaluation and an end-year evaluation for non-tenured staff. This includes, but is not limited to Pedagogical Techniques, other professional activities, pupil progress, professional growth

and other data related to parent, colleague, community meetings and partnerships and participation in state and county organizations such as Mathematics Supervisors of Bergen County, EveryDay Mathematics Round Table, etc. The tenured staff receives an end-of-year evaluation, but not a mid-year evaluation.

In consultation with the supervisors or principals, tenured staff members are afforded an opportunity to participate in an alternative observation model. This model offers the tenured teacher the possibility of doing extended or action research that applies to student learning and or student achievement in the academic and social domain. Before this project may be accepted, the principal, supervisor and the assistant superintendent must sign off on the proposal. There are two reporting mechanisms where principal/supervisor interacts with the project. These discussions are meant to keep the project focused as well as ensuring that resources are available to the teacher. Finally, the principal, supervisor and assistant superintendent read the interim report set for January and the final project in late May.

The non-tenured staff must be observed three times a year and also receives a mid-year and final year evaluation. In addition, the non-tenured staff (first through third year teachers) must participate in the district's New Teacher Academy. Through the course of the year the new teacher will participate in two instructional classes along with their mentor. These classes provide additional growth in classroom management, teaching strategies, lesson planning, rubric construction, assessment and the integration of technology into the instructional period.

During the second year in district, the non-tenured teachers, with the support of a mentor, must construct a portfolio. Two meetings occur to discuss the content of the portfolio. The mentor, principal and/or supervisor participate in these discussions. During the third year in the district, the teachers decide on an area or topic focused upon professional development and student achievement that requires action research. They must visit master teacher colleagues three times during the year. There is a document which they must complete that comments on the learning strategies they have seen and how they will implement them into their own instructional practices. These are read by the assistant superintendent and the Professional Development Committee and are utilized to develop further growth experiences for the teacher and the staff.

If there are any questions relevant to our documents and/or our process, please call the Assistant Superintendent's office or your child's building principal (documents attached). Please note associated Board of Education Policies below. You can view the policies in their entirety at [www.fairlawnschools.org](http://www.fairlawnschools.org) and go to B.O.E. Policies.

Policy # 3221 Evaluation of Non-tenured Teaching Staff Members

Policy # 3222 Evaluation of Tenured Teaching Staff Members

Thank you,

Bruce Watson, Superintendent  
Fair Lawn Public Schools

**FAIR LAWN BOARD OF EDUCATION: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in District	Percent of teachers in District meeting these criteria
456	468	97%

**FAIR LAWN HIGH SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
142	144	98.6%

**MEMORIAL MIDDLE SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
59	59	100%

**THOMAS JEFFERSON MIDDLE SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
75	81	92.6%

**THOMAS EDISON ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
14	14	100%

**JOHN A. FORREST ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
27	28	96.4%

**LYNCREST ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
18	19	94.7%

**H.B. MILNES ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
35	36	97.2%

**RADBURN ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
30	30	100%

**WARREN POINT ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
38	38	100%

**WESTMORELAND ELEMENTARY SCHOOL: TEACHER EVALUATION RESULTS SY 2009-2010**

Number of teachers meeting the District criteria for acceptable performance	Number of teachers in school	Percent of teachers in School meeting these criteria
18	19	94.7%

# Guidelines for Observation of Instructional Practices

## Preface

This observation checklist serves as a template and is meant to clarify what the evaluator will be assessing in the observation period. It should be noted that not all bulleted items would be readily observable in the instructional period. Additionally, the area of planning will be discernable in the teacher/evaluator conferencing period. This framework is a vehicle to assist teachers in their professional growth.

### Classroom Climate Management:

- Promotes students self esteem and emotional well being
- Encourages risk taking and decision-making in students
- Demonstrates sensitivity to the feelings of the students
- Devises efficient systems for managing classroom records and reports
- Establishes and maintain rules for acceptable classroom behavior
- Maintains a classroom environment conducive to student learning
- Models appropriate social and academic behaviors

### Instructional Skills:

#### Planning:

- Aligns to NJCCCS
- Implements district curricula
- Uses instructional time effectively
- Develops clear and meaningful lesson objectives
- Designs a variety of appropriate assessments
- Develops age appropriate and skill appropriate learning activities
- Infuses the district and school goals into long range planning
- Reflects upon the lesson plan and monitors its practical application and relevance

#### Teaching Strategies:

- Implements lessons that address various learning styles and employs a variety of effective teaching strategies, i.e. cooperative learning, multiple intelligences, creative problem solving, critical thinking
- Infuses technology into the teaching-learning process where appropriate
- Transitions smoothly from one activity to another
- Provides closure to the instructional period
- Provides challenges for students at all ability levels
- Conducts guided practice to insure student understanding

#### Instructional Assessment:

- Satisfies the objectives of the lesson
- Provides for alternative assessments that address the needs of the learner
- Constructs opportunities to give or receive feedback from students
- Provides students with opportunities to relate learning to real life experiences and to demonstrate their understanding of the objectives.

**FAIR LAWN PUBLIC SCHOOLS**

*Observation Report*

Name \_\_\_\_\_ School \_\_\_\_\_

Period \_\_\_\_\_ Time \_\_\_\_\_ Dept. \_\_\_\_\_

This lesson is aligned with NJCCCS  Yes  No  NA

This observation report will include, but may not be limited to, commendations and recommendations relevant to class climate, instructional skills, planning, teaching strategies and instructional assessment.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

Teacher Comments:

Fair Lawn Public Schools  
Fair Lawn, NJ

End-of Year Evaluation

Name: \_\_\_\_\_ School: \_\_\_\_\_

Department or Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Days Absent: \_\_\_\_\_

- A. **Pedagogical:** Innovative teaching techniques, classroom activities, new teaching assignments should be included in this section.
- B. **Other Professional Activities:** This may include the following: advisorships, organizations, member district committees or school committees.
- C. **Pupil Progress:** Check the appropriate response. This section may include one or more in the following areas:
- Demonstrates understanding of the developmental stages and needs of students  
\_\_\_\_\_ Yes \_\_\_\_\_ No
  - Evaluates and documents student progress using acceptable criteria  
\_\_\_\_\_ Yes \_\_\_\_\_ No
  - Provides students with practices and activities that enhance physical, intellectual, emotional and social development  
\_\_\_\_\_ Yes \_\_\_\_\_ No
  - Assesses, evaluates and takes into account the individual needs of students  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Comments: (if applicable)

- D. **Professional Growth:** The statement must include whether or not the staff member has met the objectives of the professional improvement plan. Documentation may include: lesson plans, graduate work, workshops attended or presented. It may also include a body of the staff member's research and readings. Include author and title of articles.
- E. **Other:** Data as it relates to your teaching activities; i.e., parent/colleague meetings and planning, community involvement, memberships outside of school.

Teacher: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Comments:**

FAIR LAWN SCHOOL DISTRICT

**SUPERVISORY & EVALUATION MODELS**

**SEPTEMBER 2010**

1. **Mentorship Model:**

A tenured educator who wishes to partner with a non-tenured/tenured colleague for the purpose of sharing expertise in a school and/or district initiative may select to participate in the Mentorship Model.

**Guidelines for the Mentorship Model**

- Tenured teacher may initiate the area or district focus in collaboration with the non-tenured teacher
- The supervisor/principal may approach a tenured staff member to suggest participation in this model
- Tenured teachers may initiate a partnership with a tenured colleague to hone a skill(s) in a particular area

2. **Collegial Partnership Model:**

A collegial partnership is two or more professionals working together to enhance or develop an existing or new initiative.

**Guidelines for the Collegial Model**

- Partnerships may be developed within/or between disciplines relating to a specific aspect of methodology or staff development.
- Upon completion of the project, participants must share their findings with their colleagues in a forum of their choice.

3. **Action Research / Instructional Research Model**

The Action Research Model provides educators the opportunity to research new approaches in teaching techniques and/or to increase knowledge in a subject area and/or in a related area of interest.

**Guidelines for the Action Research Model**

- An individual or group of teachers will identify a problem statement and construct a proposal for resolving the problem in the context of sound, innovative instructional practice that impacts on student achievement.
- The individual or group of teachers will utilize research, literature, observations of successful practices and data analysis.
- Teachers will investigate the probability of implementation of the findings with the administration. Upon completion of this conference, a decision will be made relative to the implementation of the practice as it relates to the instructional program.

4. **New Directions:**

Teachers are encouraged to create innovative projects to enhance instruction at all levels and within all modalities. Such ideas will provide opportunities to “think outside the box” and make proposals that push conventional education boundaries and go off in “new directions”.

**Guidelines for New Directions**

- Be innovative
- Create unusual projects that support district initiatives in unique ways
- Investigate technology, plan new initiatives that engage students and teachers in unusual projects of your own design.

## **General Guidelines and Procedures for Tenured Staff**

1. Tenured teachers may propose a Collaborative Supervision Proposal annually with the approval of the principal and supervisor by October 25. These models include: Collegial Partnership, Action / Instructional Research, Mentorship, and New Directions. (The standard or traditional model of observation is always an option for tenured staff.) If it is a building proposal a principal must sign the proposal. If it crosses disciplines and is content specific then a supervisor from the content area must sign and inform the principal of this proposal. All proposals will be forwarded to the assistant superintendent for final approval, which will be determined by November 15. Once a project has been accepted by the assistant superintendent, the person/people who have signed on to the project must complete it.
2. A supervisory conference to assess the implementation status of the initiative will take place prior to the completion of the written interim and final summaries of the project. The interim summary and supervisory conference must take place by January.
3. Multi-year projects may be considered by individuals or collaborative groups with the approval of the principal/ supervisor and assistant superintendent.
4. Upon completion of the project, participants should share their findings with their colleagues in a forum of their choice, i.e. faculty meeting, department meeting, PTO meeting, district meeting, etc.
5. Principal/supervisors have the prerogative to maintain teachers in the standard model, but are required to confer with the teacher and give specific reasons for this decision.
6. Tenured teachers may invite a non-tenured colleague to participate in a collaborative evaluation model with permission by the principal / supervisor. Their participation will not substitute for formal classrooms visits.
7. Copies of the accepted Collaborative Model should be sent to Human Resources. The interim report should be sent to HR by the second week in January. The final report is due to HR and the Assistant Superintendent's Office by the first week in June. The elementary principal will be responsible for the collection and distribution of the proposal. Middle school and high school principals are responsible for the aforementioned, if there is no supervisor for the discipline. If there is a supervisor, that person is responsible for all distribution and collection of same.

**FAIR LAWN PUBLIC SCHOOLS**  
**COLLABORATIVE OBSERVATION/SUPERVISION PROPOSAL**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

**MODEL SELECTED BY THE TEACHER**

- Collegial Partnership     Action/Instructional Research     Mentorship     New Directions  
 Building Project         Department Project

**TITLE OF PROJECT:** \_\_\_\_\_

Participants in addition to the teacher named above:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Supervisor/Principal: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Anticipated Completion Date: \_\_\_\_\_





**FINAL SUMMARY OF THE PROJECT\***

(Completed by the teacher and supervisor/principal)

Date: \_\_\_\_\_

Check if attachment is included

**FUTURE MODIFICATIONS TO THIS PROJECT**

Check if attachment is included

**SUPERVISORY CONFERENCE**

(Required of teacher, principal and supervisor)

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Supervisor Signature

\*Final Summary must be forwarded to the Director of Human Resources and to the Assistant Superintendent.