

Moonachie School District Evaluation System

Teacher Evaluation System

Description of the process used to evaluate the effectiveness of teachers

Tenured teachers are required to receive one formal observation and one annual summative performance evaluation per year. Non-tenured teachers are required to receive three formal observations, and one annual summative performance evaluation. The districts formal teacher evaluation system is based on a rating guide. **Rating Scale**

The formal teacher evaluation process includes a pre and a post observation conference, teacher work samples, and an evaluation narrative. The district utilizes the results of the teacher evaluation system to plan professional development opportunities, and to inform regarding recommendations for continued employment. The formal observation and summative evaluations are completed in the form of a written narrative listing commendations and recommendations. The district's teacher evaluation system supports and relates the following district Vision Statements and Shared Values:

Vision Statements

1. To provide students with the necessary academic and social/moral skills that will enable them to achieve in the future as a meaningful part of society.
2. To increase social skills (i.e. respect for authority, common courtesies such as greeting someone in the hall, picking up papers in the hall, etc.)
3. To develop programs focusing on problem solving skills, social-emotional intelligence and character building. To develop recognized programs focusing on reading and writing.
4. To become a community of active lifelong learners in partnership with students and their families.
5. To provide students with more literature-based learning and to expect not accept what will make our children well prepared for high school and beyond.
6. To help students grow and develop into capable, caring, and aware adults who can take their place in their society in a positive, responsible way. They are the future and the leaders of tomorrow. Let us give them the tools and values they will need to fulfill that role.
7. To provide knowledge and understanding regarding the importance of physical activity on health, both now and in the future.

8. To foster student's self-esteem, respect for self/others, along with awareness of new technologies and changing practices.
9. To provide a coordinated program in math and language from pre-k to 8th grade in which all teachers communicate with each other as we work towards a common goal of academic excellence.
10. To help students gain the academic skills, knowledge, integrity and courage to become risk takers in order to be successful in an ever changing world.

Shared Values

1. If you cannot learn the way we teach, we had better teach the way he can learn.
2. Alignment of curriculum is as important as anything a district can do to improve learning and student performance.
3. Positive expectations yield positive results.
4. Relationships are the core of successful learning communities.
5. Collaboration must have the goal of improving student achievement if it is to pay off.
6. All children can learn to high standards when there is a supportive environment, when high expectations are held by all stakeholders, and when there is clear accountability on the part of students, staff, families, and the community.
7. To build capacity for continuous improvement, districts must focus on four key strategies: interpreting and using data, building teachers' knowledge and skills, aligning curriculum and instruction, and targeting interventions for low-performing students or schools.
8. Effective teachers actively engage families in their children's schooling, make family members aware of their important contributions, and encourage them to feel comfortable in working closely with schools.
9. When parents are actively engaged in their children's education, those children tend to have higher grades and test scores, better attendance, and complete homework more consistently.
10. A positive, supportive atmosphere contributes directly to a student's improvement in school attendance, academic achievement, and attitude.
11. For the at-risk student to learn, teachers must make sure that students feel cared for, supported, respected, and challenged.

12. Students live up to or down to the expectations of teachers. Teacher attitudes have an enormous influence on student academic performance and behavior.
13. When students are taught through an aligned curriculum, personalized instruction, and a “can do” attitude from caring teachers, remarkable improvement can occur.
14. Teachers need to do everything possible to help students understand and connect the relevance and importance of classroom learning to their lives.
15. When teachers work together to establish measurable goals, monitor students’ process, and assess instructional effectiveness, remarkable gains in achievement occur.
16. Homework leads to better retention of knowledge, increased understanding, better study habits, better self-discipline, and better time management.

Evaluation Table Results

Moonachie School District/Robert L. Craig Teacher Evaluation Results SY 2009-2010.

School	Number of teachers meeting the district’s criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting the criteria
Robert L. Craig	29	29	100%

Superintendent/Principal Evaluation System

Description of Superintendent/Principal Evaluation System

The Superintendent/Principal is required to receive one formal evaluation based on the following frameworks provided by the New Jersey School Board Association:

New Jersey Professional Standards for School Leaders ([Link](#))

The formal Superintendent/Principal evaluation process includes formal observation/visits, Superintendent/Principal work portfolios, school climate indicators, Superintendent/Principal self evaluations, and performance aligned to district goals. The district utilizes the results from the Superintendent/Principal evaluations to plan professional development opportunities to inform Superintendent/Principal regarding recommendations for program improvement. The Superintendent/Principals annual summative performance evaluation addresses six standards, General Responsibilities, Instructional Leadership, Personnel Administration, Financial Management, Chief Executive Officer, and School/Community Relation. The annual summative performance evaluation is completed both in written narrative form and through completion of rating scores (commendable, meets expectations, needs improvement, unsatisfactory, not observed) for objectives listed under each standard.

Confidentiality rules allow the Moonachie School District to reframe from posting data when there are fewer than 10 principals in a district.