

Academy Charter High School

1725 Main Street

Lake Como, New Jersey 07719

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POLICY: 4116 EVALUATION

Educator Evaluation Policy

X	Monitored
X	Mandated
X	Other Reasons

The board of trustees believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this school, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve student learning and growth; and provide a basis for the review of staff performance.

The board encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the administration shall develop evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The lead person shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the board for approval.

The evaluation component is designed to result in every educator—teacher, school leader, other personnel—receiving a rating of “Highly Effective,” “Effective,” “Developing,” or “Ineffective” on an annual summative evaluation. This approach to educator evaluation draws upon different data sources and evaluation approaches, including both student growth measures and observations of professional practice. Educators earn scores within the various subcomponents which are then totaled for a Composite Score.

Composite Rating & Score Chart

Highly Effective 91-100
Effective 75-90
Developing 65-74
Ineffective 0-64

To find the composite score 40 points will be attributed to Student Growth Measures and 60 points to Professional Practice Measures.

Teacher Evaluation Sub-Component Point Assignments/Weights

40 points Student Growth

60 points Teacher Professional Practice Measures

Using the Danielson Framework for Teaching, a trained evaluator will conduct classroom observations and walkthroughs in order to arrive at a summative evaluation score based on the following point allocation:

Domain 1 – Planning and Preparation – 10 points

Domain 2 – Classroom Environment – 20 points

Domain 3 – Instruction – 20 points

Domain 4 – Professional Responsibilities – 10 points

100 TOTAL POINTS

Tenured teaching staff will have two (2) period long observations (1 announced and 1 unannounced) and four (4) formal walk-throughs (10 min each). Non-tenured teaching staff will have three (3) period long observations (1 announced and 2 unannounced) and four (4) formal walk-throughs (10 min each). Each announced observation will have a pre and post conference. Unannounced observations will only have a post conference. Informal, unannounced walk-throughs will also be conducted.

In addition each teacher will meet quarterly with their coach to review lesson plans, professional responsibilities, classroom environment, instruction, assessment, personal growth and development. This also provides opportunity to discuss progress along the evaluation rubric.

Evaluation of administrators will be as follows:

The School Leader / Administrator Evaluation

40 points Student Growth – School-Wide

60 points Principal Professional Measures

In-School Reviews of Leadership (35 points)

Two announced observations conducted by a trained, independent observer and one unannounced visit conducted by a Board Member (“supervisor”) will be used in a summative evaluation that allocates points according to a rubric based on the key components and processes of leadership established by Val-ED.

Survey of Leadership (25 points)

Annual 360 degree blind survey of teachers and Board members to assess the effectiveness of a principal's learning-centered leadership behaviors during the current school year.

100 TOTAL POINTS

The evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the evaluation of teaching staff members shall be in compliance with law and regulation.

All evaluators are certified in order to help ensure proper implementation and inter-rater reliability. Also nationally-certified evaluators will perform school visits to “rate the raters” and help ensure that the evaluation practices are aligned with national standards and norms. Finally, through a rigorous data verification process, all individual staff evaluations are reviewed at two levels to ensure congruence between the student growth and professional practice measures.

The lead person shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within 10 working days of their becoming effective. Evaluations shall be completed before April 30 in compliance with law.

The lead person shall report at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before readoption by the board.