

RUNNEMEDE'S 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 procedures they use to evaluate teachers and principals. The information presented below will help you understand Runnemede's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Section 1. Description of Teacher Evaluation System

The Runnemede Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district. The purpose of this evaluation is to promote professional excellence and improve the skills of teaching staff members; improve pupil learning growth; and provide a basis for the review of staff performance.

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

All teaching staff members are evaluated with criteria which evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position.

Criteria include consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills and classroom management skills. These criteria apply also to requirements for continuing education and are incorporated into each teacher's professional development plan (PDP).

Tenured teaching staff members are observed and evaluated at least once each year by properly certified persons. Non-tenured teaching staff members are observed and evaluated at least three times each year by properly certified district staff. Additional evaluations may be required to meet the specific intent of this policy.

The evaluation procedure provides 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 are in compliance with law and regulation.

RUNNEMEDE: TEACHER EVALUATION RESULTS, SY 2009-2010

Number of teachers in district meeting the district's criteria for acceptable performance.	Number of teachers in district	Percent of teachers in district meeting these criteria
81	82	99%

MARY VOLZ SCHOOL: TEACHER EVALUATION RESULTS, SY 2009-2010

Number of teachers in district meeting the district's criteria for acceptable performance.	Number of teachers in school	Percent of teachers in school meeting these criteria
44	45	98%

BINGHAM SCHOOL: TEACHER EVALUATION RESULTS, SY 2009-2010

Number of teachers in district meeting the district's criteria for acceptable performance.	Number of teachers in school	Percent of teachers in school meeting these criteria
15	15	100%

DOWNING SCHOOL: TEACHER EVALUATION RESULTS, SY 2009-2010

Number of teachers in district meeting the district's criteria for acceptable performance.	Number of teachers in school	Percent of teachers in school meeting these criteria
12	12	100%