

## M

### Regulation 3221 EVALUATION OF TEACHING STAFF MEMBERS

The Board of Education of the City of Vineland stresses the goal of supervision to be the improvement of instruction. One aspect of the supervisory process is formal evaluation of teacher performance. The evaluation process is articulated in the following: Evaluation - Non-tenured Professional Staff; Tenured Teacher Evaluation Procedures; and Evaluation of Non-tenured and Tenured Supervisory Personnel.

Basically, the evaluation process for professional employees of the Vineland Public School District consists of the following:

- Stage I Ongoing (assisting, praising and commending phase)
- Stage II Improvement (intensified assistance stage)
- Stage III Documentation for Dismissal (objective information gathering)

Stages I and II are geared for positive involvement to commend satisfactory performance or to provide assistance that ultimately generates improved performance. Stage III initiates dismissal proceeding. At this point, employee efforts to improve are governed by the provisions of the New Jersey Statutes Annotated and the New Jersey Administrative Code.

It is felt that the principles and procedures embodied within the current policies are effective with the vast majority of professional staff members employed in the Vineland Public School District. For them, the first stage of the evaluation process, Stage I Ongoing Evaluation, works well. For others whose performance may be either barely satisfactory or unsatisfactory, additional assistance is required in the second stage. Stage II Improvement. At Stage II, the involved employee is responsible for improving his/her performance under the close supervision of the school principal. Additional resources in both personnel and material are provided to intensify efforts to obtain improved performance. Experience has shown that employees who undergo Stage II of the evaluation generally show marked improvement.

While Stage I and II of the evaluation process are usually adequate for most professional staff members, there are occasions when prescriptions for bringing about satisfactory work performance do not result in the desired level of success. When this occurs, involved employees are to be placed in the third stage of the evaluation process, Documentation for Dismissal.

The following is a guide to be used at Stage II of the evaluative process. Although reference is made to beginning it at the end of a school year when the annual individual professional improvement plan is customarily developed, Stage II can commence at any time that the school principal feels that an employee's performance is such that additional help is required.

## Employee Orientation

It is of the utmost importance that the principal provides staff members an orientation of the evaluation policies and performance expectations. Usually, this is done during the first few weeks of the school year in group sessions and is repeated during pre-observation conferences. Employees hired during the year should be oriented soon after reporting to work. During the school year, the principal is to be well informed of the work performance of employees under his/her supervision. Observation, attendance, conduct and other reports should be reviewed.

## Identification/Improvement Team

Before the end of the school year, the principal will identify individuals who are in need of improvement. Notification of such to the Superintendent of Schools is to be made through the respective assistant superintendent of schools. Then, the principal is to establish an Improvement Team whose members will observe, evaluate and/or provide information in writing and assistance to the employee in need of improvement. In addition to the principal, the team may include any of the following: vice principal; building supervisor; teacher; subject area supervisor; helping teacher; department or grade level chairperson; assistant superintendent; and Superintendent of Schools.

## Plan Annual Summary Conference

The principal, with the assistance of the selected Improvement Team, will review areas where job expectations must be improved and will draft a suggested improvement plan. (The evaluative criteria embodied in the respective Board of Education policy should serve as a guide to the principal.) He/she will then plan, schedule and conduct a conference with the employee in need of improvement. Procedures utilized during the Annual Summary Conference are to be followed. As with other professional employees, the format of the Annual Performance Report is to be used in drafting the written results of the conference.

## Annual Summary Conference

During the Annual Summary Conference it is important that the principal and the involved employee thoroughly understand the specific knowledge and/or skills that need to be improved and how to improve them. Performance area of strength as well as those in need of improvement should be reviewed. The principal is to present ways that the employee can improve his/her performance, how the Improvement Team members will be utilized, detail when and how the Improvement Stage will be implemented, and identify the personnel, materials and equipment to be involved. Suggestions that may be followed by the employee for improving his/her job knowledge and skills over the summer months are to be discussed with the employee. Remember, it is the employee's responsibility to take the steps necessary to improve his/her performance.

Upon completion of the Annual Summary Conference, the Annual Performance Report must be written and signed by the employee, his/her supervisors, and the principal. Copies are to be retained by each of the signers and the other is to be sent to the Superintendent of Schools.

#### Observations/Recommendations/Annual Performance Report

Stage II of the evaluation process lasts twenty working days. Throughout this period, reports of observations of the employee requiring improvement are to be recorded on Vineland Public Schools Observation Report forms. At the conclusion of the twenty days of intensive evaluation, a recommendation to do one of the following should be considered:

- (1) If success has been attained and performance improved, return employee to Stage I of the evaluation process;
- (2) Continue employee in Stage II for up to twenty (20) additional days if it appears that progress is being made or will be made;
- (3) Encourage the employee to resign;
- (4) Recommend the withholding of salary increment and either continue in Stage II or go on to Stage III; or
- (5) Recommend placement into Stage III and start dismissal procedures.

#### Due Process, Confidentiality, Documentation

The procedures described in Stage II of the evaluation process are applicable during the school year as well as in the preparation of the annual professional improvement plan. Throughout the process the importance of due process, confidentiality of information, and thorough documentation of records must be maximized as the principal coordinates the activities of the Improvement Team and assures proper monitoring of the process.

##### A. Prepare and plan for teaching assignment by:

1. Developing appropriate lesson plans for his/her instructional responsibility which are sufficiently flexible to respond to student needs;
2. Developing appropriate lesson plans and instructions for use by a substitute when the teacher is absent;
3. Involving students in planning learning tasks and activities consistent with their maturity and level of understanding;
4. Using results of existing evaluative devices in planning to meet individual needs;

5. Interrelating students' work to other areas of curriculum when appropriate.
- B. Provide instruction designed to achieve the district goals and objectives of the curriculum by:
1. Implementing the prescribed curriculum through a stimulating and enriching instructional program;
  2. Using a variety of materials and resources;
  3. Providing diverse learning activities;
  4. Employing a variety of teaching methods;
  5. Assigning homework appropriate to the individual needs of the student;
  6. Grouping students for instructional purposes or activities when it will enhance pupil performance and provide for individualized needs;
  7. Providing for differences in student growth and development both cognitive and affective;
  8. Attempting to motivate students through encouragement, positive reinforcement;
  9. Utilizing inquiry methods such as open-ended questions and classroom discussions;
  10. Acting as a facilitator and resource person;
  11. Providing opportunities, encouragement and support for self-initiated learning;
  12. Identifying students with learning deficiencies that the teacher can correct, and providing corrective procedures within the classroom environment;
  13. Preparing requests for assistance from Special Service personnel when necessary;
  14. Cooperating with Special Service personnel relative to their recommendation;
  15. Encouraging alternative ideas, methods or solutions presented by students;
  16. Using question techniques and activities which encourage students to engage in higher order thought processes, such as inquiry, investigation, hypothesizing, analyzing, summarizing, generalizing, and evaluating where appropriate in the curriculum, and on a level appropriate to the student's age and maturity;
  17. Emphasizing concepts and understanding, as well as the mastering of basic skills.

C. Evaluate the progress of students and to communicate this to students and parents through appropriate channels by:

1. Keeping records of each student's academic progress appropriate to the needs of the child;
2. Evaluating in a manner designed to encourage and support individual student progress;
3. Using a variety of criteria to assess pupil progress;
4. Keeping parents and students informed about academic and social progress as often as necessary by using the established reporting system and any other means available and appropriate;
5. Conducting parent conferences professionally and empathetically.

D. Maintain an appropriate classroom environment by:

1. Promoting the health, safety and welfare of students;
2. Being kind, fair, but firm in providing discipline appropriate to the ongoing activities;
3. Providing a program which creates an appropriate balance between the needs of individuals and the needs of the group;
4. Encouraging a classroom environment which reflects the educational philosophy of the teacher, school and district and which allows children freedom of movement within reasonable limits;
5. Arranging for efficient use of available storage, equipment and materials, and encouraging students to make proper use of same;
6. Being attentive to the physical condition and appearance of the room;
7. Reporting classroom items for repair and physical conditions not conducive to learning.

E. Fulfill professional responsibilities and strive for professional growth by:

1. Developing a working relationship with members of the faculty, administration, and other personnel assigned to the school;

2. Attending to required records, reports, and other routine matters in an appropriate and punctual manner;
  3. Sharing responsibility with the administration for maintaining effective order, safety, and discipline in the schools;
  4. Participating in the school and district's program of curricular revision, goal development, and decision-making processes;
  5. Demonstrating familiarity with a range of curriculum materials and approaches through updating and expanding professional competence;
  6. Demonstrating knowledge of sequential learning skills and subject matter in relationship to his/her instructional field;
  7. Keeping informed about Board policies and procedures;
  8. Being punctual and regular in attendance;
  9. Demonstrating ethical and professional behavior;
  10. Identifying, with the designated supervisor, the individual teacher goal(s) to be part of the professional improvement plan;
  11. Demonstrating progress in achieving the goals in the professional improvement plan;
  12. Involving members of the community in school activities as resource people when and where appropriate.
- F. Emphasize positive human relationships that relate to the teaching position by:
1. Promoting a spirit of mutual respect in pupil-teacher relationship based upon a humanistic classroom environment;
  2. Encouraging each student to seek knowledge, ask questions and grow in self-knowledge and self-discipline;
  3. Communicating to the students knowledge and appreciation about themselves;
  4. Respect the dignity and worth of students, parents, and colleagues;
  5. Providing an atmosphere which encourages students to participate;
  6. Encouraging students to develop a value system through informal methods, and/or formal methods as appropriate to the curriculum.

Adopted: 11 June 1997