

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

Confidentiality concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of teacher evaluation outcomes in those cases where there are fewer than 10 teachers in an entire district. Similarly, districts are not required to provide a school-level statistical summary of teacher evaluation outcomes if there are fewer than 10 teachers in a school.

Section 1. Description of Teacher Evaluation System:

The foundation of the Dumont School District's teacher evaluation processes is grounded in educational researcher's Charlotte Danielson's *The Framework for Teaching: Components of Professional Practice*. *The Framework for Teaching* is a research-based set of components of instruction, grounded in constructivist learning theory that focus on four major domains of teaching: *Planning and Preparation*; *The Classroom Environment*; *Professional Responsibilities*, and *Instruction*. In this framework, the complex activity of teaching is further divided in each of the domains into the following components:

The Framework for Teaching: Components of Professional Practice

<i>Domain 1: Planning and Preparation</i>	<i>Domain 2: The Classroom Environment</i>
Demonstrating Knowledge of Content and Pedagogy Demonstrating Knowledge of Students Setting Instructional Outcomes Demonstrating Knowledge of Resources Designing Coherent Instruction Designing Student Assessments	Creating an Environment of Respect and Rapport Establishing a Culture for Learning Managing Classroom Procedures Managing Student Behavior Organizing Physical Space
<i>Domain 3: Instruction</i>	<i>Domain 4: Professional Responsibilities</i>
Communicating with Students Using Questioning and Discussion Techniques Engaging Students in Learning Using Assessment in Instruction Demonstrating Flexibility and Responsiveness	Reflecting on Teaching Maintaining Accurate Records Communicating with Families Participating in a Professional Community Growing and Developing Professionally Showing Professionalism

Daily lessons are reflective of these domains and integrate educator Madeline Hunter’s *Direct Instruction Model*, which requires that each lesson is presented with clear student learning objectives, state/national standards of performance, a lesson induction or “hook” to put students into a receptive frame of mind, teacher input and modeling, checking for understanding/evidence of student learning, guided practice or individual practice, and a closure activity.

All Dumont teachers are formally evaluated at or above the frequency of what is prescribed by New Jersey State Code. Tenured teachers are formally evaluated twice per year; non-tenured teachers are evaluated five times per year. The number of evaluations may be increased for both tenured and non-tenured teachers when there is a determined need. Additionally, all non-tenured teachers are formally mentored for two years-one more additional year than is required by the state. Moreover, other measures such as walk-through observations, portfolios (for non-tenured teachers), pre and post observation conferences, teacher work samples (i.e. lesson plans, assessments, student work), individual professional development plans, and individual progress in completing required professional development hours, are reflected in the formal evaluation process of our teachers.

Teachers’ professional development plans are developed in collaboration with district administrators and address the twelve Professional Development Standards for New Jersey Educators which are based on improving learning outcomes of all students. All observations/evaluations, including annual summative performance evaluations, are given in the form of written narratives.

SECTION 2. EVALUATION OUTCOMES TABLES:

DUMONT: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district’s criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
222	224	99.1%

GRANT SCHOOL: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district’s criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
32	32	100%

HONISS SCHOOL: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
56	57	98.2%

LINCOLN GRANT SCHOOL: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
16	16	100%

SELZER SCHOOL: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
46	46	100%

DUMONT HIGH SCHOOL: TEACHER EVALUATION RESULTS
SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting these criteria
72	73	98.6%