

MANASQUAN SCHOOL DISTRICT

Manasquan Teacher Evaluation System SY 2010-2011

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 Manasquan'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.

The Manasquan School District certified staff evaluation process has multiple components. Formal and informal classroom evaluations, as well as, regular review of lesson plans make up the primary information for evaluations. Successful fulfillment of the individual professional development plan is reviewed in the summary evaluation. Supervisors may conduct a cognitive evaluation by having a pre-conference meeting. This is primarily done with novice and non-tenured teachers. All class room evaluations culminate with a post conference meeting where the teacher and supervisor collaborate and reflect on instructional practice.

The classroom evaluation tool is based on Charlotte Danielson's Framework of Professional Practice. In a formal evaluation, teachers receive a narrative which includes a brief description of the class indicating the number of students and any other relevant circumstances to describe the class. It is comprehensive and absolutely objective description of the lesson written in the third person. After the objective narrative the four domains of the Framework for Professional Practice: planning and preparation, classroom environment, instruction and professional responsibility are addressed. A summative conclusion completes the written evaluation.

In 2009-2010 each non-tenured teacher received a minimum of three, formal, full class period evaluations. Tenured teachers were formally observed a minimum of one time. Throughout the year all district administrators observe classroom activities informally by observing parts of lesson, presentations made to students and/or parents. Teachers

can also be observed during a public presentation such as a concert or play. At the end of the year all teachers receive a summative evaluation and a professional development plan for the following year.

Our certified staff is a valuable, highly qualified group of professionals. Our evaluation procedures are a collaborative effort to improve professional practice and promote student achievement. As a professional learning community, Manasquan Schools values our staff and promotes continued professional growth.

Manasquan District

Number of teachers meeting the district criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
124	127	98.6%

Manasquan Elementary School

Number of teachers meeting the district criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
54.5	55.5	98.2%

Manasquan High School

Number of teachers meeting the district criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
69.5	71.5	97%