



Norwood Public School

Overview of the Teacher Evaluation System

The Norwood Public School utilizes a narrative evaluation model that incorporates teaching techniques, planning and preparation, pupil teacher relations, classroom environment, personal attributes, professional development, and indicators of pupil progress. Using a range of feedback mechanisms, the district evaluates each educator based on performance within these areas. Tenured teachers are observed a minimum of once a year and evaluated a minimum of once a year while non-tenured teachers are observed a minimum of three times a year and evaluated a minimum of once a year.

Overview of the Principal Evaluation System

The Norwood Public School's certified principal is evaluated in accordance with state laws and regulations, as well as Board policy and regulations. Principal evaluations include such indicators as school climate, leadership, assessment and evaluation, school and community communications, student performance and achievement outcomes, teacher evaluations, goal setting, and progress and completion reporting. Evaluations include a checklist of performance responsibilities as well as narrative comments including commendations, recommendations, and goal-progress. Tenured Principals are evaluated formally once a year while non-tenured principals are evaluated three times a year. Results inform the following areas: professional development, individual Professional Growth Plan, tenure decisions, recommendation for continued employment, selection of specific roles or duties, and principal placements. The Norwood Public School District believes that the evaluation of a principal is critical to the success of the district. There are multiple issues that enter into the evaluation process. Some of the criteria such as student discipline records and test scores are much more tangible than other items which include climate and culture in the school, along with staff and student morale.

Principal Evaluation Results SY 2009-2010

Number of principals meeting the district's criteria for acceptable performance	Number of principals in the district	Percent of principals in the district meeting these criteria
1	1	100%



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Teacher Evaluation - Philosophy and Overview

The Norwood Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, 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 pupil 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 has developed evaluation instruments flexible enough to identify the needs, strengths, and improvement objectives of each staff member.

The Chief School Administrator has developed, in consultation with teaching staff members, job descriptions for each teaching position and evaluation criteria for said positions based directly upon the job description. All teaching staff members are evaluated against criteria that 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 but are not limited to consideration of pupil progress; instructional skills; subject knowledge; professional conduct and growth; human relations skills; classroom management skills. These criteria also apply 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. Nontenured teaching staff members are observed and evaluated at least three times each year by properly certified district staff.

The evaluation procedures 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 are in compliance with law and regulation.

All evaluative procedures include review of each teacher's progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. Evaluative procedures shall recognize that the

purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skills essential to student achievement of the state's Core Curriculum Content Standards. In any instance where an individual teacher fails to make annual progress toward meeting the 100-hour requirement, or where a professional fails to satisfy the requirement fully within the five-year period, the district administration takes appropriate remedial action, applying sound and accepted principles of progressive supervision as well as by using existing laws and rules to the fullest extent.

The district administration recognizes each teacher's fulfillment of the continuing education requirement. For evaluative purposes, a teacher has fulfilled his/her professional improvement plan when his/her students have demonstrated satisfactory progress toward achievement of the curriculum standards, as well as the educational goals of this district.

At the end of the first five-year cycle, the district administration reports instances of noncompliance and actions taken to address them to the State Department of Education. The board of education cooperates with the County Professional Development Board and the county superintendent in evaluating its program and progress toward goals.

The Chief School Administrator provides each teaching staff member with a copy of the evaluation policy, his/her job description, and his/her evaluation criteria annually by October 1, and distributes any amendments to those documents within 10 working days of their becoming effective. Evaluations are completed before April 30 in compliance with law. The Chief School Administrator reports at least annually on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

The Chief School Administrator develops procedures in consultation with teaching staff members for:

- A. The collection and reporting of data that are appropriate to the job description and minimally include the observation of classroom instruction;
- B. Observation conferences between the teaching staff member and the supervisor; the preparation of a written evaluation for each of the three observations of nontenured staff members; and an evaluation for each observation of a tenured staff member;
- C. The preparation of individual professional improvement plans that include specific guidance to the teacher on activities that would contribute to his/her obtaining and maintaining the knowledge and skills essential to student achievement of the state's core curriculum standards;

- D. The preparation by the supervisor of an annual written performance report which includes the annual evaluation of the teacher, an individual professional improvement plan developed by the staff member and the supervisor, and a summary of the results of the formal and informal assessment of his/her pupils along with a statement of how these indicators relate to the effectiveness of the overall program and the performance of the staff member;
- E. The conduct of the annual summary conference;
- F. The signing of the annual written performance report by the properly certified supervisor/evaluator and the staff member.

All such procedures conform to law.

Teacher Evaluation - Procedures

The major function of the Norwood School District is to educate the children enrolled. The procedures outlined below are designed to bring about the evaluation of the effectiveness of the teaching staff in carrying out that function. The purpose of teacher evaluation is to improve instruction and to encourage growth in professional ability and responsibility on the part of the staff. The evaluation process includes procedures for recognizing appraisal against clearly stated criteria. Proper evaluation is an essential part of all education. The benefits of evaluation should include but not be limited to the following:

- A. Identification of strengths and weaknesses;
- B. Detection of problems before correction becomes difficult or impossible;
- C. Identification of needs that should be addressed through educational action;
- D. Identification of human and other resources that can be used effectively in education.
- E. Documentation of desired outcomes of education;
- F. Informing useful in educational planning and decision making to determine the relative worth of new approaches, to facilitate the formation of instructional material and procedures.

Observation and Evaluation

The distinction between observation and evaluation should be clear.

Observation refers to seeing and hearing, recording, reviewing, and analyzing teacher performance throughout the year. Evaluation refers to the making of judgments by the supervisor based upon the information accumulated on all aspects of the teacher's professional performance.

Criteria and Indicators for Teacher Evaluation

The teacher's performance is measured with reference to specific criteria.

These criteria provide a listing of expectations and a framework for developing and maintaining an effective staff. If the evaluation system is to be useful to teachers, the expectations of the evaluator must be clearly understood. To clarify the objective, each is illustrated by a list of specific indicators: the Teacher Job Description, the Performance Criteria and Indicators, Guidelines for Evaluation. The administration and faculty together are to review the criteria each September. The evaluation process then becomes a continuous cycle of data collection through classroom visits, conferences, and staff interaction throughout the school year.

Evaluation Cycle

A minimum number of classroom observations are required each year. More observations may be deemed appropriate. All tenured teachers must be observed once each year. All non-tenured teachers must be observed three times a year by May 15th of the current school year. Each of the observations required by law shall be conducted for the duration of one complete subject lesson.

Observations, Conferences and Records

A. The three major purposes for classroom observation are:

1. To observe the progress of students in the instructional program;
2. To ensure adequate supervision of and support for the teacher in order to increase effectiveness;
3. To ensure that judgments made and recorded about teacher's performances are valid because they are based upon predetermined criteria.

B. Supervisors may hold pre-observation conference with the teacher in the case of announced observation in order to discuss the purpose of the observation.

C. Supervisors are required to hold a post observation conference with the teacher within a reasonable period of time not to exceed 15 work days.

D. The conference is an extension of the observation. Written notes on the observation are discussed, clarified and extended. Techniques and plans for professional growth and improvement are outlined. Plans are made to

provide support and schedule further observations as necessary. Appropriate recognition of successful performance is given. Similarly, performance which the observer considers to be unsatisfactory is clearly identified.

- E. The teacher will sign the observation and conference report and other data collected and retained for purposes of the evaluation. The signatures do not indicate agreement but verify that the teacher has seen the materials. Signed copies of the observation and conference reports must be forwarded to the teacher, Principal and Chief School Administrator.

The Evaluation Form

The evaluation form is completed by the supervisor and discussed at a conference with the teacher. The completed evaluation form should produce no surprises for the teacher. The process ensures this by:

- A. Making criteria and indicators known prior to evaluation;
- B. Providing for a certain number of observations and conferences;
- C. Requiring that the teacher be given the opportunity to sign all data collected for evaluation purposes.

The names and dates of all observations and conferences must be recorded. The teacher and evaluation must sign the evaluation form. The form is submitted to the Chief School Administrator.

Performance Criteria and Indicators

Demonstrates competence in the subject field(s)

Demonstrates command of subject field adequate for the provision of instruction in the present assignment

Presents accurate information; clarifies or corrects inaccurate information given by students

Demonstrates the ability to communicate orally information on a given topic in a coherent and logical manner.

Demonstrates proficiency in the use of English

Uses appropriate English in all written work, particularly that which appears before the students

Communicates with reasonable clarity, conciseness, and precision in both speaking and writing

Establishes meaningful learning objectives and plans instruction consistent with student needs

States instructional objectives in terms of student levels and groups of academic performances

Selects and prepares objectives (lesson plans) appropriate for the learner

Maintains appropriate balance among various subject areas within the subject

Makes realistic provisions for differences in student abilities, levels, and background
Uses effective instructional methods and resources
Assists students in and holds them responsible for organizing their work, following oral and written directions, and completing assignments
Uses a variety of teaching techniques balancing teacher centered and student centered activities
Provides for individual differences in rates of learning by differentiating instruction and assignments
Assigns and evaluates homework
Keeps an accurate, systematic, on-going record of class and individual student progress
Provides students, parents/guardians and administrators with specific and concrete data regarding the achievement of each student
Provides guidance to students in analyzing, evaluating and reviewing their own work
Marks and returns papers promptly.
Establishes and maintains effective classroom discipline and behavior
Establishes and maintains classroom rules and procedures
Disciplines in a fair, dignified and positive manner
Maintains a purposeful educational tone in the classroom
Performs non-instructional functions necessary to the total school program
Performs assigned tasks thoroughly, accurately and punctually
Assumes responsibility for care of materials, equipment and classroom
Observes school policies and regulations
Is available for consultation with parents/guardians
Appraises the effectiveness of own instructional program and methods
Periodically evaluates both long-range progress toward goals and short-range achievement of objectives of classroom activities
Uses results of lesson and unit assessment in planning

Teacher Evaluation - Guidelines

- A. TEACHING TECHNIQUES
1. Demonstrates sufficient mastery of content.
 2. Makes effective use of a variety of materials.
 3. Makes clear, practical demonstrations and/or explanation.
 4. Provides for pupil participation.
 5. Uses logical, purposeful and thought provoking questions.
 6. Provides interesting and adequate reinforcement.
 7. Varies procedures in working with pupils of varying abilities.
 8. Provides for creative expression.
 9. Makes pupils feel tasks are purposeful.
 10. Provides motivation.
 11. Encourages independent thinking.

12. Requires reasonable standards in work; i.e. neatness, accuracy, legibility, and completeness.

13. Uses a variety of teaching styles.

14. Demonstrates effective group management skills.

15. Adapts instruction to individual needs and capacity.

16. Maintains good classroom control.

B. EFFECTIVE PLANNING

1. Prepares lessons effectively.

2. Displays evidence of teacher prepared material.

3. Directions to students are clearly thought out and well stated.

4. Materials for class are organized and available.

5. Originality is shown in presentation.

6. Individual lessons are part of a logical sequence of a learning unit.

7. Provides enrichment.

8. Is aware of adequate pacing.

9. Carefully plans purposeful pupil assignment.

10. Key questions prepared in advance.

C. PUPIL- TEACHING RELATIONSHIPS

1. Place child development at the core of the teaching process.

2. Maintains pupil interest and attention.

3. Works constructively with individual or group.

4. Conducts the class in an atmosphere free of tension.

5. Uses democratic techniques and processes when appropriate.

6. Manages routine so as to avoid confusion.

7. Exhibits poise, voice control, tact and integrity.

8. Graciously accepts less than the "right" response from students.

9. Avoids use of sarcasm or ridicule.

10. Discourages students' use of sarcasm or ridicule.

11. Makes supportive statements to pupils.

12. Maintains a friendly and respectful teacher-pupil relationship.

13. Maintains adequate class-home communication.

14. Shows sympathetic understanding and sensitivity to children.

D. Classroom Environment

1. Environment is generally neat and attractive.

2. Furniture arrangement is conducive to learning.

3. Bulletin boards and displays have teaching value.

4. Teacher is aware of proper heat, light, and ventilation.

5. Teacher encourages children to show proper respect for school property

6. Environment is appropriate stimulating.

7. Pupil work is attractively displayed.

E. PERSONAL ATTRIBUTES

1. Is neat and well groomed.

2. Uses good oral and written language.

3. Is poised and refined in actions.

4. Is industrious and shows initiative.

5. Observes required teacher arrival and departure times.

6. Is prompt with reports, office requests, etc.
7. Evidence warm, sincere interests in relationships with others.
8. Willingness to perform on committees.
9. Cooperates with fellow staff members.
10. Discreet and professional in communication.
11. Displays professional growth.
12. Accepts and uses suggestions of supervisors.
13. Shows care in use of equipment and materials.
14. Contributes to a positive morale.

Principal's Evaluation

The Norwood School District's certified principal is evaluated in accordance with state law and regulations.

Performance responsibilities are evaluated using a check-list and narrative summary. A non-tenured principal is observed a minimum of three times per year and evaluated once. A tenured principal is observed a minimum of once per year and evaluated once per year. Numerous informal interactions are provided for throughout the year.