

# NEW MILFORD PUBLIC SCHOOLS TEACHER EVALUATION DATA

New Jersey school districts are required by federal law to make available information on their current systems for evaluating teachers and principals. This is part of the conditions for New Jersey's acceptance of funding under Phase 2 of the State Fiscal Stabilization Fund Program. To comply with this new federal data collection requirement, the New Milford School District has provided all requested information to the New Jersey Department of Education. School districts are also required to make evaluation system information and data available to the public on their websites.

The data tables and narratives below are therefore provided. Table 1 contains aggregated district-wide data for all full and part-time staff employed by the New Milford Public School District who are under contract and serving under a NJ instructional or educational services certificate. Tables 2-5 contain individual school-level data for all full and part-time staff assigned to a particular campus. All tables reflect 2009-2010 teacher performance data as measured on the evaluation system used during 2009-2010.

## DESCRIPTION OF EVALUATION SYSTEM

During the 2009-2010 school year, New Milford used a formative, district-designed narrative-based template that focuses on the following categories: Effective Teaching Methods, Teacher Preparation and Planning, Maintenance of Environment Conducive to Learning, Communication of Subject Matter, Rapport with Students, Assessment of Students, Knowledge of Content, Positive Aspects of Lesson, Recommended Improvement Areas, and Other.\* The formative form is used a minimum of once for all tenured teachers and a minimum of three times for all non-tenured teachers.

The formative evaluation leads to a summative End-of-Year Professional Performance Evaluation, which is also linked to the Professional Improvement Plan. Observation categories include Planning/Preparation, Teacher/Student Interaction, Instructional Strategies, Learning Environment, Reports/Recordkeeping/Summary of Available Indicators of Pupil Progress, and Professionalism. There is also a field open for comments.

Both the formative and summative instruments are reviewed to assess strengths, weaknesses, areas of growth, assignment in district as determined by individual competencies and expertise, professional development needs and decisions of retention and tenure.

Table 1: New Milford Public School District Data

Rating Category	# teachers in district receiving this rating	Total # teachers in district	% of teachers in district receiving this rating
Acceptable	165	167	98.8
Unacceptable	2	167	1.2

Table 2: Berkley Street Elementary School

Rating Category	# teachers in Berkley School receiving this rating	Total # teachers in school	% of teachers in district receiving this rating
Acceptable	35	35	100
Unacceptable		35	

Table 3: Bertrand F. Gibbs Elementary School

Rating Category	# teachers in B.F. Gibbs School receiving this rating	Total # teachers in school	% of teachers in school receiving this rating
Acceptable	39	39	100
Unacceptable		39	

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Table 4: David E Owens Middle School

Rating Category	# teachers in DEO Middle School receiving this rating	Total # teachers in school	% of teachers in school receiving this rating
Acceptable	38	38	100
Unacceptable		38	

Table 5: New Milford High School

Rating Category	# teachers in New Milford H.S. receiving this rating	Total # teachers in school	% of teachers in school receiving this rating
Acceptable	53	55	96.4
Unacceptable	2	55	3.6

\*Note: The formative evaluation system used in 2009-2010 as a reference for this survey is no longer in use. It has been replaced for 2010-2011 with a comprehensive growth-oriented system consisting of 30 indicators that provide teachers with a clear blueprint for exemplary practice and expectations for effective teaching in New Milford District schools. These indicators reflect NJ Professional Standards for Teachers, best practice pedagogy, and they are aligned with the New Milford District Mission. It includes a rubric that allows administrators to measure teacher performance on a numerical scale that places teachers in one of the following categories: *Rudimentary, Developing, Proficient* or *Exemplary*. A sample follows.

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## SAMPLE TEACHER EVALUATION FORM



**Professional Performance Assessment for Teachers**  
**New Milford Board of Education**  
**New Milford, NJ 07646**

<b>Teacher:</b> _____ <small>(Last Name) (First Name)</small>	<b>Observation Date:</b> _____
<b>Time Frame:</b> _____	<b>Class Assignment:</b> _____
<b>School/Program:</b> _____	<b>Tenure:</b> (Check one) <b>YES</b> _____ <b>NO</b> _____
<b>Number of Students Present</b> (during lesson): _____	<b>Total Teaching Load:</b> _____
<b>Evaluator:</b> _____	<b>Position:</b> _____
<b>Pre-Conference Date:</b> _____	<b>Post-Conference Date:</b> _____

**I. SUMMARY:** *(Describe objectively the sequence and nature of activities and procedures of this class.)*

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## EVALUATION CODES:

<b>NE—Not Evident</b>	The instructor has not provided evidence of mastery of this criterion and should pursue professional development opportunities to address this domain.
<b>ME—Minimally Evident</b>	The instructor has provided some evidence of effectiveness, but needs further development in this area.
<b>CE—Consistently Evident</b>	The instructor demonstrates clear and consistent evidence of effectiveness in this area.
<b>*IMPORTANT NOTE:</b>	<b>EACH CRITERION MAY BE EVALUATED IN THE BROADER FRAMEWORK OF INFORMATION SHARED DURING EITHER THE PRE- OR POST-OBSERVATION CONFERENCE OR BOTH.</b>

<b>II. LESSON DESIGN, PLANNING AND PREPARATION</b> <i>(For the period observed, the teacher...)*</i>	<b>NE</b>	<b>ME</b>	<b>CE</b>
1. Applies learning theory in instructional design to appeal to multiple learning styles. (i.e. linguistic, visual, interpersonal, kinesthetic, etc.)			
2. Applies knowledge of students' abilities, experiences, and prior learning to positively impact lesson design.			
3. Identifies strategies to create individual and cooperative learning experiences that make subject matter relevant and meaningful for students.			
4. Planning facilitates the use of formal and informal methods of assessment, student information, and research as sources for active reflection, evaluation and revision of practice.			
5. Using approved curriculum, instructional programs and lesson design tools, provides evidence of effective planning anchored in tasks that call for students to demonstrate the application of knowledge and skills to subject standards.			
6. Designs a focused and well-paced lesson that sets high expectations for achievement.			
7. Maintains accurate records (curriculum, unit plans, grade book, attendance, participation, assessments, etc.)			

<b>III. LEARNING ENVIRONMENT &amp; CLASSROOM MANAGEMENT</b> <i>(For the period observed, the teacher...)*</i>	<b>NE</b>	<b>ME</b>	<b>CE</b>
8. Maintains a safe, organized, relevant, and stimulating environment in which student work is prominently displayed in celebration of achievement.			
9. Establishes and adheres to class routines, procedures and practices.			
10. Creates a climate of caring, congeniality and respect that allows students to express themselves, explore subject matter freely, assume responsibility for themselves, participate in decision making, and work collaboratively.			

11. Utilizes a variety of print, audio, and visual resources to support diverse learners and challenge students to think critically.			
12. Behavior interventions are conducted in a socially and culturally sensitive manner.			
13. Establishes and maintains appropriate and positive rapport with students.			
14. Makes appropriate accommodations for materials, time and circumstances for work, tasks assigned, and communication and response modes for students as per IEP's, 504 Plans, I&RS recommendations, etc.			
15. Utilizes student-centered as well as teacher-centered techniques to engage all students in active, inquiry-based learning.			
16. Exploration of content is differentiated, so that all students are able to delve more deeply into the subject matter.			

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IV. INSTRUCTION & ASSESSMENT (For the period observed, the teacher...)*	NE	ME	CE
17. Provides clear cues for the day's lesson taking into account students' diverse needs and reflecting sensitivity to cultural, linguistic, gender, and social differences.			
18. Informs students of objectives, performance criteria, and requirements, including benchmarks and timelines, in advance to the presentation of materials and tasks.			
19. Utilizes anticipatory activity to stimulate intellectual curiosity and draw connections between the lesson's objectives and previous learning.			
20. Makes effective use of multiple representations and explanations of concepts that capture key ideas.			
21. Creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from multiple subject areas to create new and relevant meanings.			
22. Develops specific knowledge and skills in contexts that place the facts and details of a lesson into more global frameworks leading to broader understandings of big ideas and essential questions.			
23. Utilizes advanced questioning techniques that require students to recall, interpret, apply, and transfer information.			
24. Integrates into lesson design the application of research skills that draw upon a wide array of print, media, electronic, and/or other resources.			
25. Utilizes assessment strategies that are appropriate for all learners, aligned with objectives, and capable of producing useful feedback for the modification of future instruction.			
26. Provides students with constructive feedback and encourages use of their data and self-assessment strategies to monitor their progress toward personal goals.			
27. Facilitates a lesson rooted in authentic learning activities, which is innovative, creatively designed and implemented, and reflects a depth of content and inquiry.			
28. Orchestrates teacher-student and student-student interactions positively and consistently with focus, depth, and sensitivity.			
29. Provides closure by taking time to review/summarize/expound upon key concepts related to the lesson's objectives.			
30. To the extent possible and practicable, integrates available technology to maximize student learning.			
<b>For this observation:</b> _____ of 30 indicators have been met at the CE level	<b>n x 3 =</b>		
_____ of 30 indicators have been met at the ME level	<b>n x 1 =</b>		
_____ of 30 indicators have been met at the NE level	<b>n x 0 =</b>	<b>0</b>	
	<b>Total:</b>		

If one were to measure performance numerically, allowing no credit for each NE, 1 credit for each ME, and 3 credits for each CE, the following rubric will provide teachers with a guideline indicating where his/her performance for this observation would lie on a professional growth continuum:

**79 to 90—Exemplary**  
**69 to 78—Proficient**

**63 to 68—Developing**  
**Below 63—Rudimentary**

Performance standards at the *Developing* and/or *Rudimentary* levels highlight the need for professional development in targeted areas.

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**VI. COMMENDATIONS:** *(Indicate in narrative form the positive aspects of this lesson.)*

**VII. RECOMMENDED ACTIONS:** *(With specific reference to "NE's" and "ME's" above, indicate areas requiring attention. Also include positive strategies for successful improvement of teaching practices.)*

TeacherSignature: \_\_\_\_\_ Date: \_\_\_\_\_

EvaluatorSignature: \_\_\_\_\_ Date: \_\_\_\_\_

SIGNATURE INDICATES THAT THE STAFF MEMBER HAS REVIEWED A COPY OF THIS PERFORMANCE ASSESSMENT REPORT. THE INSTRUCTOR'S SIGNATURE DOES NOT NECESSARILY INDICATE THAT THE INSTRUCTOR CONCURS WITH THE ASSESSMENT. THE INSTRUCTOR MAY ATTACH A RESPONSE TO THIS ASSESSMENT REPORT.

Signatures are required under New Jersey Administrative Code 6:3-1.19 and 6:3-21. The signing of this performance assessment will be within five (5) days of the post-observation conference. Teachers may add performance data to this record within ten (10) working days after the signing of the performance review.

**Copies: Central Office File, Teacher, Principal, Supervisor**

# NEW MILFORD TEACHER & PRINCIPAL EVALUATION DATA

## PRINCIPAL EVALUATION INFORMATION\*

New Milford's Evaluative Instrument for Administrators itemizes areas of responsibility, including Instruction, Professional Leadership, Pupil Service, Community, Professional and Parent relations, and Business. The evaluator measures levels of performance and assigns a rating showing degrees of success in each area and an overall rating of performance. The degrees of success are divided into a three-part rating scale: Highly Satisfactory (*Consistently*), Satisfactory (*Usually, Sometimes*) and Less than Satisfactory (*Seldom, Very Seldom*). There is also a field for narrative comments associated with each area of responsibility. The overall rating is a compilation of all indicators in addition to those aspects of administrator performance highlighted in the narratives.

New Milford's Evaluative Instrument for Administrators is being redesigned for 2010-2011 with a comprehensive growth-oriented system reflecting New Jersey Professional Standards for School Leaders, which are based on the Interstate School Leaders Licensure Consortium (ISLSC) Standards. It consists of 88 indicators that provide administrators with clear expectations for exemplary leadership in New Milford District schools. These indicators reflect best practices in educational leadership, and they are aligned with the New Milford District Mission. It includes a rubric used to establish a cumulative summary report of attention to each standard in direct relation to the advancement of student achievement vis-à-vis overall effectiveness of the instructional program and the advancement of professional practice among teachers.

**\* Please note that New Milford has fewer than 10 principals. Confidentiality rules allow school districts to refrain from posting principal data on evaluation results from 2009-2010 where there are fewer than 10 teachers or principals.**

## CURRENT PRINCIPAL EVALUATION FORM

### NEW MILFORD PUBLIC SCHOOLS

### EVALUATIVE INSTRUMENT FOR ADMINISTRATOR

<b>Name:</b>	<b>Date:</b>
<b>Title:</b>	<b>Building:</b>

**Utilization of this instrument shall conform to all requirements of related Regulations.**

**For each of the areas of responsibility indicated, the evaluator shall assign a performance rating showing degrees of success in each area as well as a rating for overall performance.**

**Areas of responsibility:** Instruction  
Professional Leadership  
Pupil Service  
Community, Professional and Parent Relations  
Business

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## CURRENT PRINCIPAL EVALUATION FORM

(CONT'D...)

**Levels of performance and degrees of success are incorporated in the following description of the three-part rating scale which shall be utilized.**

Levels	<i>Highly Satisfactory Performances</i>	<b>Expected Degrees of Success</b> <i>Satisfactory Performance</i>	<i>Less than Satisfactory</i>
<b>Manages ongoing programs and existing systems and procedures effectively and efficiently</b>	<b>Consistently</b>	<b>Usually Sometimes</b>	<b>Seldom Very Seldom</b>
<b>Recognizes changing needs and conditions and identifies opportunities for improvement</b>	<b>Consistently</b>	<b>Usually Sometimes</b>	<b>Seldom Very Seldom</b>
<b>Develops sound program goals and effective strategies for capturing these opportunities</b>	<b>Consistently</b>	<b>Usually Sometimes</b>	<b>Seldom Very Seldom</b>
<b>Leads by organizing, motivating, and enabling others to participate effectively in goal setting, program planning, and program implementation</b>	<b>Consistently</b>	<b>Usually Sometimes</b>	<b>Seldom Very Seldom</b>
<b>Produces favorable results by causing plans to be brought to successful fruition</b>	<b>Consistently</b>	<b>Usually Sometimes</b>	<b>Seldom Very Seldom</b>





