

CAMDEN CITY PUBLIC SCHOOL'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 the Camden City Public School District's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

Description of Teacher Evaluation System

A. General procedures

- a. Evaluations of the work performance of all teachers shall be conducted openly. Teachers shall be informed when an evaluation, of which a record will be made, is being conducted. The use of eavesdropping, tape recorders, camera, and other electronic devices shall not be used in observation of a teacher's performance without the permission of the teacher. This in no way prohibits the Board from using such devices for security purposes.
- b. The person conducting an evaluation of a teacher, of which a record has been made, shall meet with the teacher within ten (10) working days after the evaluation, to review it with the teacher. The teacher shall be given a copy of the evaluation report at least one (1) day before any conference. No evaluation report shall be submitted to the central office, placed in the employee's file, or acted upon without prior conference with the employee.
- c. The teacher shall review and sign the evaluation report. The teacher's signature indicates receipt of the report and does not necessarily indicate agreement or disagreement with the report. No teacher shall be required to sign a blank and/or incomplete report.
- d. A teacher has the right to submit a written rebuttal to an evaluation, within ten (10) working days from the conference. The rebuttal shall then be treated as a part of the evaluation.

B. Evaluations

- a. In an attempt to provide a basis for teacher improvement and to measure teacher effectiveness, all teachers shall be subject to periodic observations and evaluation of their work. For each tenured teacher, this shall occur not less than two (2) times each school year. One (1) evaluation shall be completed by January 31st and the second evaluation shall be completed by May 31st of the academic year. For each non-tenured teacher, this shall occur not less than four (4) times each school year. Two (2) evaluations shall be completed by January 31st and two (2) more evaluations shall be completed by April 30th of the school year.
- b. Evaluation forms shall be developed by the Board, in consultation with the Camden Education Association (CEA).

- c. Evaluation reports shall include a narrative summary listing the strengths, commendations, areas recommended for continued growth, and specific suggestions for improving areas where a weakness has been identified.
- d. Evaluations shall remain in a teacher’s personnel file as official work performance records.

C. Purpose

- a. The Teacher Evaluative Observation provides for the evaluation of performance that is satisfactory and performance that is unsatisfactory. This instrument assesses the capability of the teacher to provide for the stimulation of the intellectual curiosity and social development of all students.
- b. When properly used, the Teacher Evaluative Observation should be beneficial to:
 - i. The observer, because they can address specific areas of the teacher’s performance.
 - ii. To the teachers, because they will know the performance expectations, and when necessary, will receive assistance in achieving them.
 - iii. To the students, because the Mission of Camden City Public Schools is: To maintain academic success and student achievement through rigorous teaching and learning, and a safe environment is the district’s primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents, and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society and to build on student’s natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.

CAMDEN CITY PUBLIC SCHOOLS: 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
1345	1354	99.3%

Highly Qualified Teacher Data
September 2008 – February 2011

School	Number of Teachers per School 2009-2010	Number of Non Highly Qualified Teachers as of 6/30/10	2/3/09	4/20/09	3/10/10	2/18/11
Bonsall	60	0	98.00%	100.00%	100.00%	100.00%
Brimm	29	0	100.00%	100.00%	100.00%	100.00%
Camden High	110	0	98.00%	100.00%	100.00%	100.00%
Catto	40	0	100.00%	100.00%	100.00%	100.00%
Cooper's Poynt	56	0	97.00%	100.00%	98.00%	100.00%
Cramer	53	1	93.00%	95.00%	98.00%	100.00%
Creative Arts HS	28	0	92.00%	92.00%	100.00%	100.00%
Davis	51	1	90.00%	93.00%	97.00%	100.00%
Dudley	46	0	100.00%	100.00%	100.00%	100.00%
East Camden MS	44	2	91.00%	91.00%	94.00%	100.00%
Forest Hill	31	0	97.00%	100.00%	100.00%	100.00%
Hatch Middle	43	0	97.00%	100.00%	100.00%	100.00%
Lanning Square	37	0	100.00%	100.00%	100.00%	100.00%
McGraw	31	0	100.00%	100.00%	100.00%	100.00%
MetEast HS	12	0	100.00%	100.00%	100.00%	100.00%
Morgan Village MS	42	2	90.00%	90.00%	97.00%	100.00%
Parkside	23	0	95.00%	100.00%	100.00%	100.00%
Powell	26	0	100.00%	100.00%	100.00%	N/A
Pyne Poynt MS	38	2	90.00%	93.00%	97.00%	100.00%
R.C. Molina	58	0	96.00%	93.00%	100.00%	100.00%
R.T. Cream	50	0	100.00%	100.00%	100.00%	100.00%
Sharp	35	0	100.00%	100.00%	100.00%	100.00%
So. Camden Alt.	15	0	100.00%	100.00%	100.00%	N/A
Sumner	41	0	100.00%	100.00%	100.00%	100.00%
U.S. Wiggins	50	0	100.00%	100.00%	100.00%	100.00%
Veterans	39	0	100.00%	100.00%	100.00%	100.00%
Washington	31	0	97.00%	100.00%	100.00%	100.00%
Whittier	29	0	100.00%	100.00%	100.00%	100.00%
H.B. Wilson	40	0	100.00%	100.00%	100.00%	100.00%
WWHS	106	0	92.00%	99.00%	100.00%	100.00%
Yorkship	51	1	98.00%	98.00%	98.00%	100.00%
TOTALS	1354	9				
TOTAL HQ As A District			97.13%	98.29%	99.32%	100.00%

CAMDEN CITY PUBLIC SCHOOL'S PRINCIPAL 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 the Camden City Public School's policies and procedures for evaluating principals and assistant principals.

Description of Principal Evaluation System

A. General procedures

- a. Tenured and non tenured principals are evaluated using Quarterly Reviews, School Visit Proficiency Walkthrough Protocol (two per month), Principal Appraisal of Goals and Objectives, and End of Year Evaluation.

B. Evaluations

- a. Quarterly Reviews indicate ongoing proficiency in administration of district procedures and school climate.
- b. School Visit Proficiency Walkthrough Protocol administrative staff visit and observe main office procedures, internal/external Building conditions/Facility Issues (grounds, hallway, floors, stairwells, bathrooms, cafeteria, classrooms, etc), Student management, student engagement, Title I CAPA Binder, Data collection, Record Keeping/Attendance and Special Projects.
- c. Principal Appraisal Goals and Objectives determines achievement through AYP/Safe Harbor and whether individual schools maintain or show improvement in the NJASK and HSPA test scores. Indicators for these goals and objectives are:
 - i. Reduce number of students at Partially Proficient by at least 10% in Reading/LAL and Math
 - ii. Principal Performance Domains and Expectations
 1. Leading and Managing Personnel
 2. Assessment of Instructional Programs

C. Purpose

- a. Principal observations provide for the evaluation of performance that is satisfactory and performance that is unsatisfactory. Observations assess the capability of each principal to provide leadership and administrative capabilities to the staff and students in their building.
- b. When properly used, The Principal Evaluative Observation should be beneficial to:
 - i. The administrative observer, because they can address specific areas of the principal's performance, i.e. leading and managing personnel and assessment of instructional programs

- ii. To the principal, because they will understand the performance expectations, and when necessary, will receive assistance in achieving them
- iii. To the students, because the Mission of Camden City Public Schools is: To maintain that academic success and student achievement through rigorous teaching and learning, and a safe environment is the district's primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of students and staff. Creating school communities which promote a sense of caring and respect for culture enables all students to achieve academic success. Engaging students, parents, and the community as partners will further develop positive responsibilities and relationships that empower students to compete in a diverse and rapidly changing society and to build on student's natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.

CAMDEN CITY PUBLIC SCHOOLS: PRINCIPAL EVALUATION RESULTS
SY 2009-2010

Number of principals meeting the district's criteria for acceptable performance	Number of principals in district	Percent of principals in district meeting these criteria
33	34	97.0%