

**MILFORD PUBLIC SCHOOL
TEACHER EVALUATION SYSTEM
SY 2009-2010**

Introduction

As part of 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 Milford Public School District's policies and procedures for evaluating teachers and educational specialists.

Section 1 Description of Teacher Evaluation System

The Milford Public School teacher evaluation process is based on the NJ Professional Standards for Teachers, Charlotte Danielson's Teacher Evaluation Framework Model and Madeline Hunter's Direct Instruction Model.

Policy 3221

The Milford Board of Education recognizes the importance of implementing a program for the evaluation of non tenured teaching staff members in accordance with the law for the purposes of identifying and correcting deficiencies, improving professional competence, improving the quality of instruction received by pupils of this district, and assisting the Board in determining the member's reemployment. All non tenure teachers are observed a minimum of three times per year with a formal final evaluation at the end of the school year.

Policy 3222

The Milford Board of Education recognizes that the continuing education of tenured teaching staff members is essential to the achievement of the educational goals of the district. The purpose of a program of evaluation will 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 teaching staff member performance. The Board of Education will provide leadership, adequate resources for supervision and professional development, time for the proper conduct of evaluations, and time for in service training. All tenure teachers are observed a minimum of once per year with a formal final evaluation at the end of the school year.

Throughout the school year there are many facets that are looked at in the formal teacher evaluation process. These include not only a formal observation but also looking at daily walk through observations, pre and post observation conferences, teachers lesson plan books, peer evaluation, teacher self evaluation and the evaluators narrative.

The district also works closely with each individual teacher to develop a Professional Growth Plan that will enhance student learning. This plan is closely monitored throughout the year to evaluate the progress in meeting the required professional development hours.

Section 2 Evaluation Outcomes Tables

**MILFORD PUBLIC SCHOOL
TEACHER EVALUATION RESULTS
SY 2009-2010**

Number of Teachers Meeting the District's Criteria for Acceptable Performance	Number of Teachers in District	Percentage of Teachers in District Meeting These Criteria
16	16	100

**MILFORD PUBLIC SCHOOL
PRINCIPAL EVALUATION SYSTEM
SY 2009-2010**

Introduction

As part of 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 principal. The information presented below will help you understand the Milford Public School District's policies and procedures for the principal

Confidentiality Concerns: To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of principal evaluation outcomes in those cases where there are fewer than 10 principals in a district.

Section 1

The Milford Public School principal evaluation process is based on the NJ Professional Standards for School Leaders and the 2008 ISSLC (Interstate School Leaders Licensure Consortium) Standards.

Tenured administrators shall be evaluated in order to promote their professional excellence and improve their skills, to enhance pupil learning and growth, and to provide a basis for the review of administrative performance. Each tenured administrator shall be evaluated annually by appropriately certified and trained administrators or supervisors.

Non tenured administrators shall be evaluated for the purpose of identifying and correcting deficiencies, improving professional competence, establishing a means for determining reemployment, and improving the quality of the educational program of this district. The evaluation of non tenured administrators shall be conducted by appropriately certified supervisors and shall include, as a minimum the observation of the administrator in the performance of duties not less than three times in each school year

Throughout the school year there are many facets that are looked at in the formal principal evaluation process. These include not only a formal observation but also looking at school climate indicators, principal self evaluations, principal work samples, documentation of completed teacher evaluations, evaluation conferences as well as performance aligned to district goals.

The superintendent also works closely with the principal to develop a Professional Growth Plan that will enhance student learning. This plan is closely monitored

throughout the year to evaluate the progress in meeting the required professional development hours. A formal evaluation meeting is conducted at the end of each school year.