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EVALUATION OF TENURED AND NON-TENURED TEACHING STAFF

The Board of Trustees believes that effective evaluation of teaching staff is essential if Teacher and Principal are to achieve the educational goals stated in the school's charter. The purpose of Teacher evaluation shall be to promote professional excellence, improve the skills of teaching staff, improve pupil learning, intellectual and social-emotional growth, and provide a basis for the review of staff performance. Furthermore, the Board shall continue to promote subsequent staff development essential for nurturing teaching excellence and the educational values of the school as designated in the charter.

The Board of Trustees encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is of major importance. Therefore, the Executive Director shall develop evaluation instruments flexible enough to identify the current educational strengths and areas in need of improvement of each teacher, as well as identify the teaching techniques, objectives, strategies, and pupil assessments needed to achieve mastery of the Common Core Standards and the additional educational goals in accordance with the school's educational program.

Evaluation Criteria

Evaluation criteria shall include both performance elements that are readily observable in the classroom setting, as well as performance elements that are observable outside the classroom—such as collaboration with peers, participation in school committees, presence at membership meetings, and participation in school-wide initiatives.

Evaluation criteria must include, but need not be limited to the following:

1. Implementation of project-based learning and cross curricular learning
2. Assessment of student progress toward the achievement of the NJDOE Core Curriculum Content Standards,
3. Productivity in curriculum development,
4. Effectiveness in daily planning and organization (has documented all lesson plans in approved format),
5. Professional conduct and growth,
6. Interpersonal skills,
7. Participation in professional development and successful completion of goals established in their Professional Improvement Plan,
8. Staff, parent/Board/community involvement,
9. Parent communications and relationships,
10. Student outcomes.

These criteria shall be taken into consideration in planning professional development and continuing education and shall be incorporated into each teachers' professional improvement plan (PIP).

The evaluation procedure shall provide continuous, constructive, cooperative interaction and feedback among the teaching staff member, a selected peer, and the Principal, thus ensuring a valid basis for performance review.

Teaching Staff Observations

Observations will be conducted using rubrics based on the Danielson Framework for Teaching, as documented in the book, *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (2007), an evaluation system approved by the New Jersey Department of Education.

Formal Observations

Teaching staff members shall be formally observed and evaluated at least twice each year by the Principal. Additionally, the Executive Director and other school leaders will perform, at a minimum, 2 cultural walk-throughs, the results of which will be based on a Cultural Rubric (the “CR”). This CR evaluates instruction and the culture within and outside the classroom (bulletin boards, transitions, etc.).

Informal Observations

In addition to the required formal observations and evaluations, the Principal or his/her designee may make as many informal observations as they deem appropriate. The Principal will develop and utilize a brief written form to record such observations and provide feedback to the teaching staff member.

Provisional Teacher Evaluations

First year teachers, under the requirements of the Provisional Teacher Program, will be observed and evaluated formally three times per year, after 10 weeks, 20 weeks, and 30 weeks of teaching.

Written Evaluation Reports

After each formal observation, the Principal will prepare a written evaluation using a standardized form that incorporates all the evaluation criteria and responds to all of the pertinent criteria, allowing for the possibility that some of the criteria may not be assessed for a given performance evaluation. At minimum, the report will describe the adequacy of the teacher’s planning and organization of the lesson, classroom management, time management, student communications, classroom environment, the use of resources, and the overall effectiveness of the lesson.

All written reports—both formative and summative—shall include an indicator that provides an effectiveness/renewal status that explicitly indicates whether the teacher is advanced (“4”), proficient (“3”), working towards (“2”), or needs improvement (“1”) with respect to each category.

In addition to those observations and evaluations described above, an annual summative evaluation of the teaching staff member’s total performance as an employee of the Charter School will be submitted to the teaching staff member and the Board of Trustees prior to the May board meeting at which the Executive Director will make recommendations for staff rehiring. The summative evaluation will rate the teaching staff member’s performance for each of the evaluation criteria and provide a brief summative narrative.

All procedures for the evaluation of teaching staff members shall be in compliance with law and ensuing regulations.

Additional Evaluation Requirements for Teaching Staff Members in Their Fifth (Tenure) Year

The Board of Trustees recognizes the profound significance of its statutory responsibility to grant tenure to teaching staff members who have been rehired for a sixth year. Tenured teachers represent the core educational staff of the Charter School and must be well qualified, having consistently demonstrated excellence both as instructors and community participants over their first five years at the school.

The Executive Director shall implement procedures that ensure that all teaching staff members entering their fifth year are provided with a “Plan for Achieving Tenure” by October 15 of their fifth year of employment. The Plan will provide specific goals and measures that must be met over the course of the year in order for the teaching staff member to be rehired and, consequently, receive tenure. The Plan will also provide a status summary that will indicate explicitly whether the staff member is a) currently meeting all requirements for tenure, b) meeting most of the requirements, c) is considerably short of meeting the requirements, or d) is at substantial risk of non-renewal. The goal of the Plan is to take every reasonable step to help the teaching staff member achieve renewal at the end of the year, and, thus, receive tenure at the outset of the sixth year as specified by law.

Satisfactory completion of a “Plan for Achieving Tenure” is not a guarantee of rehire—at all times, the Principal can exercise his/her discretion in recommending tenure candidates for rehire in accordance with law and ensuing regulations.

Professional Development Requirements

All evaluation procedures shall include review of each teacher’s progress toward achievement of the state-required goal of 100 clock hours of professional development every five years. The purpose of this goal is to assist teaching staff in obtaining and maintaining the knowledge and skill essential to pupil achievement of the Common Core Standards as well as practicing the teaching strategies and philosophies stated in the Charter. 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 Executive Director shall take appropriate remedial action, applying accepted procedures of supervision as well as using existing laws and rules to the fullest extent

At the end of the first five-year cycle, the Executive Director shall annually report all instances of noncompliance with the 100-hour rule, as well as the actions taken to address them to the State Department of Education. The Board shall cooperate with the County Professional Development Board and County Superintendent in evaluating its program and progress toward goals.

Teaching staff members are encouraged to seek out professional development opportunities on their own in accordance with their professional improvement plans and the mission and goals of the school. The school will support teaching staff member participation to the extent feasible within its budget and resources. Attendance at workshops or classes that require missing a regular workday, or that require payment by the school, must be approved in advance by the Principal.

The Executive Director may direct teaching staff members to participate in specific workshops or classes, as well as direct them to visit particular schools for observation. Any such directed participation or observations will take place during regular school work hours.

Supervision

The Board of Trustees acknowledges that the purpose of supervision is to improve teacher performance at the charter school so that all pupils have an opportunity to achieve the goals specified in the school's mission statement and charter, as well as meet the Common Core Standards.

Specifically, the Charter School will provide supervision to improve teacher performance in the following areas:

- lesson planning;
- classroom management;
- teaching techniques (i.e., Teach Like a Champion);
- teaching across the curriculum
- guided reading/literature circles
- Conceptual learning/Critical Thinking
- data analysis; and
- differentiating instruction to meet individual pupil needs.

Notification and Review

The Executive Director shall provide each teaching staff member with a copy of this policy statement, his/her job description, and his/her evaluation criteria annually by October 1, and shall distribute any amendments to those documents within ten working days of their becoming effective. Evaluation shall be completed before April 30 in compliance with law.

The Executive Director shall, in the implementation of this policy develop procedures in consultation with teaching staff members. All such procedures must conform to law.

This policy and related procedures shall be reviewed at least yearly, and revised as needed before re-adoption by the Board.

N.J.S.A. 18A:27-3.1 et seq

Board Approval Date: 6/19/2013