



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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survey

District Teacher Evaluation Systems

District Teacher Evaluation Systems

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Welcome to the 2010 New Jersey Survey of District Teacher Evaluation Systems.

This survey is required by the federal government for Federal State Fiscal Stabilization Funds (SFSF) and the results are reported to the federal government. Please note the following:

- You must collect and organize certain information before you can respond to some questions on this survey. Thus, it is important that you read the accompanying guidance document for instructions before attempting the survey.
- This survey requires that you complete the data input in one session.
- Be sure to print out a copy of your data to file locally.
 - Print each page of responses before clicking the "Next" button and moving on to the next page. The survey cannot be printed once submitted.
 - If the printed copies do not show the selected answers, please see this [help article](#).
- In responding to this survey, please include as "teachers" all full- or part-time staff in your district who are under contract and serving under a NJ instructional or educational services certificate.

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District Teacher Evaluation Systems
DISTRICT INFORMATION

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*** Demographic Information**

	County	District
Co/Dist code	33-SALEM	4075-PENNSVILLE TOWNSHIP

*** Contact Information**

Contact Person	Dr. Mark T. Jones, Superintendent
Phone Number	856-540-6200 Extension 1118
Fax Number	856-678-7565
Email Address:	mjones@psdnet.org

*** Number of teachers in district during SY 2009-2010. (NOTE: As defined above, when we say teachers throughout this survey, we mean all full- or part-time staff who are under contract and serving under a NJ instructional or educational services certificate.)**

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TEACHER EVALUATION SYSTEM COMPONENTS & PROCESS

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*** 1) How many times per year are tenured teachers in your district required to receive a formal evaluation? (choose one)**

- 0
 1
 2
 3
 4
 more than 4

*** 2) How many times per year are non-tenured teachers in your district required to receive a formal evaluation? (choose one)**

- 0
 1
 2
 3
 4
 more than 4

*** 3) Is your district's formal teacher evaluation system based on any of the following conceptual frameworks? (Check all that apply)**

- New Jersey Professional Standards for Teachers
 National Board Standards for Accomplished Teaching
 Charlotte Danielson's Teacher Evaluation Framework
 Robert Marzano's Nine Essential Instructional Strategies
 Madeline Hunter's Direct Instruction Model
 None of the above

Other (please specify)

Effective Schools Research - The Pennsville School District's current teacher evaluation system was implemented September 1, 1991. Prior to implementation, "job-alike" groups were formed to work collaboratively with a consultant

*** 4) What types of evidence does your formal teacher evaluation process include? (Check all that apply)**

	Yes	No
Formal observation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher work portfolio	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walk-through observations	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pre and/or post observation conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher work samples (e.g., lesson plans; assignments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Videotaping of teaching	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher's Professional Development Plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Progress in completing required professional development hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Peer evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teacher self-evaluation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluator narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (please describe)		

Student Progress Indicators

*** 5) Does your formal teacher evaluation process include any student achievement outcomes or student growth data as an evaluation criterion?**

- Yes
- No

*** 6) How does your district use the results from your teacher evaluation system? (check all that apply)**

- To plan professional development opportunities
- To inform a teacher's Professional Development Plan
- To inform tenure decisions
- To inform compensation decisions
- To inform recommendations for continued employment
- To inform selection of teachers for specific roles or duties
- To inform teacher placements decisions
- To inform decisions on teacher awards or recognitions
- Other (please describe)

*** 7) Is a teacher's annual summative performance evaluation given in the form of a written narrative?**

	Tenured	Non-Tenured
Yes, written narrative used	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No, written narrative not used	<input type="checkbox"/>	<input type="checkbox"/>

*** 8) Is a teacher's annual summative performance evaluation given in the form of a single, overall rating score or level on a single scale (e.g., outstanding, satisfactory, unsatisfactory)?**

	Tenured	Non-Tenured
Yes, a single rating or level given	<input type="checkbox"/>	<input type="checkbox"/>
No, a single rating or level not given	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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District Teacher Evaluation Systems
TEACHER EVALUATION DATA

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If you have fewer than 10 teachers in your district, continue the survey at question 13. DO NOT answer questions 9-12.

ANSWER QUESTIONS 9 - 11: If you answered a YES in QUESTION 8 AND you have MORE THAN 10 teachers in your district (to protect confidentiality). Remember, in this survey the term teacher means full- or part-time contracted staff working under a NJ instructional or educational services certificate.

DO NOT ANSWER QUESTIONS 9 - 11: If you answered only NO in QUESTION 8. This means you do not give a single, summative rating or level from a single scale. For example, you may give multiple ratings on multiple scales which are not combined into a single summative rating, or you may use a narrative summary only, or you may use a combination of factors. In any of those cases, skip answering 9-11 and continue the survey at question 12.

For questions 9A and 9B: Follow the directions to complete the data tables below about your summative performance ratings or levels for teachers in SY 2009-10.

9A) List the names of the categories used in your rubric or rating scale (such as outstanding, satisfactory, needs improvement, etc) using line 1 for the highest/most accomplished. If your scale has fewer categories than 10 please leave the extra lines blank.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

9)

10)

9B) Using the rating scale listed above in question 9A and the corresponding lines below, enter the number of teachers rated in each of the categories during the 2009-2010 school year.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

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REPORTING OF TEACHER EVALUATION DATA

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10) Do you publicly report the total number and percentage (including numerator and denominator) of teachers in THE DISTRICT rated at each summative performance rating or level each year?

Yes

No

11) Do you publicly report the total number and percentage (including numerator and denominator) of teachers in EACH SCHOOL rated at each summative performance rating or level each year?

Yes

No

If you have answered questions 9-11, you do not have to answer question 12. Please continue the survey at question 13 .

12) This question is only for districts that DID NOT answer questions 9-11 AND have more than 10 teachers: As a result of your district's evaluation process, how many teachers in SY 2009-10 met your criteria for acceptable performance?

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District Teacher Evaluation Systems
Public Reporting

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As noted in the guidance document, the federal government is now requiring states and districts to provide information to the public on their processes for evaluating teachers and principals as well as summary ratings data where these exist.

*** 13) What publicly accessible website address will be used by your district to report this information?**

Please provide the URL here:

<http://www.psdnet.org/SchoolDistrict1/parentteacher.htm>

14) Please add any other comments or clarifications you would like to provide about your district's teacher evaluation system.

The District formed an Evaluation Committee consisting of teachers and administrators to review the existing evaluation process and relevant evaluation instruments. For the past two years, this committee has investigated current research of best practices in staff evaluation. Also, the committee has worked with a consultant from higher education with the intent of revising the evaluation process and instruments to reflect best practices.

Attention: Your survey will be submitted when you click the DONE button below. Print this page for your records before clicking DONE.

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The Pennsville School District's current teacher evaluation system was implemented September 1, 1991. Prior to implementation, "job-alike" groups were formed to work collaboratively with a consultant from Rowan University to develop job-specific evaluation forms for each group, including classroom teachers and educational service personnel. The performance indicators are rooted conceptually in the "Effective Schools" research. The observation instrument is intended to convey the evaluator's best estimate of the level of skill and knowledge that has been demonstrated by the teacher at a particular time in a particular context. It is intended to establish benchmarks of performance in order that teachers might be able to reflectively consider their teaching and make conscious, deliberate, professional decisions concerning the delivery of high quality instructional experiences for students. Additionally, the observation instrument is intended to convey the level of performance on one entire set of indicators of performance and not the teacher's performance on a single indicator. The observation instrument should serve a focusing role in the discussions between the teacher and the supervisor and should form the complete historical account and analytical discussion of teaching. The teacher observation form includes a narrative response in each of the following categories: 1) Managing the Classroom; 2) Managing Instructional time; 3) Communicating with Learners; 4) Providing Instruction; and 5) Monitoring Instructional Results. Indicators of performance are listed under each category. The list of indicators is not to be used as a checklist, but rather a guide for analysis of teaching. Additional sections include a narrative historical summary of the lesson, a narrative section for commendations/recommendations and an open-ended teacher response section.

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