

# PASSAIC COUNTY EDUCATIONAL SERVICES COMMISSION

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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 Passaic County Educational Services Commission's policies and procedures for evaluating teachers and educational specialists such as librarians and counselors.

**Confidentiality concerns:** To protect the confidentiality of individual evaluations, districts are not required to provide a district-level statistical summary of teacher evaluation outcomes in those cases where there are fewer than 10 teachers in an entire district. Similarly, districts are not required to provide a school-level statistical summary of teacher evaluation outcomes if there are fewer than 10 teachers in a school.

Educational effectiveness is a top priority in the Passaic County Educational Services Commission Programs. As a result of rigorous hiring procedures and high quality professional development, the administrative and teaching staff prides itself on meeting the needs of all students entrusted to our care.

All tenured and non-tenured teachers are observed using a tool which captures: Instructional Planning, Lesson Implementation, Pupil Involvement, Management and Organization and Professional Characteristics. The narrative section of the report includes administrative commendations and recommendation necessary for continuous professional growth. There is also an expectation that the post-observation conference details are captured in writing. Tenured teachers are formally observed once during the school year. Non-tenured teachers are formally observed three times during the school year. In addition to formal lesson observations, all teachers are informally observed by their building Principal, the Supervisor of curriculum and instruction, or Director of Education. Informal observations are based upon research-based instructional strategies, proven to increase student achievement. Collected data is used to formulate instructional coaching needs, professional development plans, and to identify areas of best practice. While the teacher observation process is not based on a ranking or point system, retention and employment decisions are based upon the findings and serve as the foundation for professional dialogue between administrators and teachers.

The evaluation process also requires teachers to self reflect upon their strengths and areas for improvement, indicators of pupil learning, and progress toward an

approved Professional Improvement Plan. Finally, a Professional Improvement Plan for the following year must be developed.

### Teacher Evaluation Results SY 2009-2010

Passaic County Educational Services Commission	Number of Teachers Evaluated	Number of Effective Teachers Based on Evaluative Process	Number of Ineffective Teachers Based on Evaluative Process	Percentage of Effective Teachers Based on the Evaluative Process
District	25	22	3	88
Destiny Academy	Due to the fact that the number of teachers in the individual programs does not exceed the number ten, the District is not at liberty to report Educational Effectiveness by sub- group			
Park School				
Hope Academy				
Skylands School for the Exceptional				

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 Passaic County Educational Services Commission's policies and procedures for evaluating principals and assistant principals.

Similar to our teaching staff, all Principals are also evaluated annually. An evaluative tool measures performance in the following areas:

- Management of School, Community Relations,
- Administrative Functions
- Curricular and Instructional Management
- School Personnel & Student Management
- Facilities Management
- Professional Growth and Development

A rating scale indicates whether the Principal is exceeding expectations, meeting expectations, needs improvement, or is performing at an unsatisfactory level. Tenured Principals receive one formal Annual Evaluation Performance Report per year. Non-tenured Principals receive two. Principals are expected to reflect upon progress toward building level objectives, professional growth activities, and areas of strength and improvement.

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.

Due to the fact that the number of Principals in the district does not exceed the number ten, the District is not at liberty to report Educational Effectiveness for this administrative group.