

# **PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS**

## **TEACHER OBSERVATION/EVALUATION PROCESS**

The Parsippany-Troy Hills School District bases its Teacher Observation and Evaluation <http://www.pthsd.k12.nj.us/pdf/eval/Policy3222EvalTeachers.pdf> process on the work of Charlotte Danielson (1997). Posted on the district's website is *A Definition of Professional Performance in the Parsippany-Troy Hills School District*, a document based on the Danielson model, which includes *Criteria* and *Indicators of Performance* for teachers in the following areas: Professionalism, Planning and Preparation, Implementation and Interaction, and Student Assessment. <http://www.pthsd.k12.nj.us/pdf/eval/DefProfPerformance.pdf>

Observation and Evaluation <http://www.pthsd.k12.nj.us/pdf/eval/ObsEval.pdf> reports are completed using a narrative format. The Director of Personnel provides timelines to all district administrators for the completion of teacher observations and evaluations during the district's August Administrative Retreat. All principals provide the Board Policy on the evaluation of non-tenured and tenured teachers in their faculty handbooks at each school. The principals review the policy with their respective staffs annually.

### **PRE-OBSERVATION/EVALUATION PROCESS**

All new teachers are made aware of the district Observation and Evaluation process during the district's summer New Teacher Orientation Program, at which time they receive a copy of *A Definition of Professional Performance*. The New Teacher Orientation program continues during the school year with monthly sessions designed to provide first year teachers with continued support. In addition, all first year teachers are provided with mentors who have been trained in-district by teacher-trainers and administrators. Teachers who come to the district with less than three years of experience are also provided with a mentor teacher by the district. This Mentoring Plan received the approval of the Superintendent of Schools, the Board of Education, and the Executive County Superintendent of Schools for Morris County.

Each teacher in the district, tenured and non-tenured, is required to develop a Professional Development Plan (PDP), mutually agreed upon with the building administrator and supervisor. There is a District Professional Development Committee including teachers and senior district administrators. The District Professional Development Plan, developed by the district and building-based committees, is posted on the district website. <http://www.pthsd.k12.nj.us/pdf/eval/ProfDevPlan0910.pdf> It provides for Twelve Strands of professional development opportunities for teachers, including district "expert teams," for example, in integrating the use of technology into instruction. This plan was approved by the Superintendent of Schools, the Board of Education, and the Executive County Superintendent of Schools for Morris County.

Each Building Professional Development Committee, which includes the building principal and teachers, focuses on the professional development needs of the teachers in the building. At the district level, Fall and Spring Inservice programs provide a variety of professional development

offerings for teachers and the five curriculum half-days provide teachers with the opportunity to participate in menu item offerings as well as the opportunity to work on their PDPs. <http://www.pthsd.k12.nj.us/pdf/eval/PDP.pdf> In addition, throughout the year, the district offers a wide variety of district technology courses for teachers as well.

## **OBSERVATION/EVALUATION PROCESS**

Building administrators and district supervisors collaborate in the teacher observation/evaluation process. Together they determine which of them will observe the teachers and when, and this schedule is developed and sent to the Personnel Office and the Director of Curriculum. Observations may be announced or unannounced, and if announced, a preconference may take place. As part of the teacher observation process, a lesson plan and work folder review also takes place.

Following the observation and prior to the written report, a post-conference takes place between the teacher and the observer. Feedback and guidance are provided to the teacher by the observer and the teacher is given the opportunity for input. The observation report is in a narrative format and includes the following categories: A Description of the Lesson; Commentary (Related to Professionalism, Planning and Preparation, Implementation and Interaction, and Student Assessment); Areas of Critical Importance; and a Summary of the Post-Conference. The observation report is signed by the observer and sent to the teacher for signature. The teacher, the observer, the building administrator, and the Director of Personnel each receive a copy.

All non-tenured teachers receive a minimum of three observations and two evaluations annually. Second year teachers are observed by two outside of the building administrators, in addition to those observations done by their principal or supervisor. Principals and District Supervisors meet each year in March with the Director of Personnel to provide a written abstract of each teacher's performance and participate in a discussion of each non-tenured teacher they supervise. The results of this abstract process is a decision indicating whether the non-tenured teacher will be recommended for renewal based on the teacher's performance in the areas of: Performance Areas of Strength; Performance Areas for Improvement/Development; Indicators of Pupil Learning and Growth; Progress toward accomplishing Professional Development Plan.

Tenured teachers are given two observations using a narrative format. As is the case with non-tenured teachers, the two observations are considered a minimum. Additional observations and or action plans are completed if there are any concerns about a teacher's performance. They also receive a cumulative final evaluation.

## **FINAL EVALUATION/DETERMINATION**

All observations and evaluations of teacher performance are based on the criteria and indicators described in *A Definition of Professional Performance*. Included in the evaluation is the progress the teacher made toward accomplishing their Professional Development Plan.

Non-tenured teachers receive a mid-year evaluation in December and a final evaluation prior to May 15<sup>th</sup>, by which date they must be informed of their employment status for the next school year. As described above, non-tenured teachers who do not meet the district standard of acceptable performance are notified that their contracts will not be renewed. Some individuals choose to resign in lieu of non-renewal.

As part of the mid-year and final evaluations, teachers conference with building administrators and supervisors and are required to present work samples (such as lesson planning documents and assignments) and student work folders. They also complete a self reflection, indicating the strengths they bring to their teaching, what they have accomplished over the school year, areas of growth they would like to develop, and their progress toward accomplishing their PDPs. The written evaluation is done following the conference to insure that the teacher's input is considered. The categories for the written evaluation include: Performance Areas of Strength; Performance Areas for Improvement/Development; Indicators of Pupil Learning and Growth; Progress toward accomplishing Professional Development Plan; Summary of Evaluation Conference.

For both tenured and non-tenured teachers, if areas for growth are identified at any time during the school year, then the principal and/or supervisor will develop an action plan with specific recommendations, resources, and support mechanisms for the teacher, as well as tasks and timelines for completion. In the case of a non-tenured teacher, if the teacher does not show adequate growth, they will not be recommended for renewal. If a tenured teacher does not fulfill the responsibilities outlined in the action plan, or if adequate growth toward acceptable performance is not evident, the process to bring tenure charges begins, starting with the withholding of their increment.

**EVALUATION OUTCOMES TABLES**

**PARSIPPANY-TROY HILLS: TEACHER EVALUATION RESULTS**

**SY 2011-2012**

<b>Numbers of Teachers meeting the district's criteria for acceptable performance</b>	<b>Number of teachers in District</b>	<b>Percent of teachers in district meeting these criteria</b>
<b>721.6</b>	<b>728.6</b>	<b>99%</b>

**TEACHER EVALUATION RESULTS BY SCHOOL**

**SY 2011-2012**

<b>School</b>	<b>Teachers</b>	<b>Numbers of Teachers meeting the district's criteria for acceptable performance</b>	<b>Percent of teachers in district meeting these criteria</b>
Parsippany High School	99.7	97.7	98.1%
Parsippany Hills high School	113.8	112.8	99.1%
Brooklawn Middle School	98.3	98.3	100%
Central Middle School	96	96	100%
Eastlake Elementary	30.5	30.5	100%
Intervale Elementary	26.6	26.6	100%
Knollwood Elementary	30.5	30.5	100%
Lake Hiawatha Elementary	40.6	40.6	100%
Lake Parsippany Elementary	31.9	31.9	100%
Littleton Elementary	36.3	36.3	100%
Mt. Tabor Elementary	33.5	33.5	100%
Northvail Elementary	32.1	30.1	93.7%
Rockaway Meadow Elementary	31.2	29.2	93.5%
Troy Hills Elementary	27.6	27.6	100%
<b>Total</b>	<b>728.6</b>	<b>721.6</b>	<b>99%</b>