



# PROCEDURE

Haddonfield  
Board of Education

TEACHING STAFF MEMBERS

3221 / Page 1 of 24  
Evaluation of Nontenured Teaching  
Staff Members (M)

## **3221 EVALUATION OF NONTENURED TEACHING STAFF MEMBERS (M)**

The observation and evaluation of nontenured teaching staff members will be conducted by members of the administrative and supervisory staff who hold appropriate certification for the supervision of instruction. Evaluations will be conducted in accordance with the following procedures:

### A. Evaluation Criteria

1. Evaluation criteria for each position will derive from the job description for the position and will relate directly to each of the tasks described. Wherever possible each set of evaluation criteria will be:
  - a. Briefly stated and focused on major criteria of the position,
  - b. Based on observable information rather than on factors requiring subjective judgment,
  - c. Generic, covering a number of specific positions, and
  - d. Written in the same format and in a direct, simple style.
2. Maintenance of job evaluation criteria will be the responsibility of the Superintendent or Designee. Evaluation criteria will be reviewed annually and
  - a. Whenever the corresponding job description is revised,
  - b. On the request of a single job holder, or
  - c. On the request of a majority of persons holding a particular job.
3. Each nontenured teaching staff member will be sent a copy of the current evaluation criteria for his/her position by September 13. Any revisions thereto shall be provided to each holder of that job within five (5) working days of its adoption. Suggested revisions to evaluation criteria by job holders shall be referred initially to the job holder's immediate supervisor for review.

### B. Collection of Evaluation Data

Data will be gathered any one or more of the following evaluation methods:



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1. Direct observation of the teaching staff member in the course of performing an assigned duty;
2. Review of a product from the teaching staff member that results from the performance of his/her assigned duties;
3. Interviews of the teaching staff member regarding his/her knowledge of assigned duties;
4. Paper and pencil instruments (such as competency tests, pupil surveys, and the like);
5. Audio-visual monitoring of the teaching staff member in the performance of his/her assigned duties; and
6. Reference to previous performance reports.

### C. Observations

1. Nontenured teaching staff members will be evaluated no fewer than three times in every school year and at least once during each semester. A nontenured teaching staff member employed fewer than sixty days in the school year may be observed and evaluated only once during the school year, and a nontenured teaching staff employed fewer than one hundred twenty days in the school year may be observed and evaluated only twice during the school year.
2. Classroom instructors will be observed in the performance of their duties by a visitation to the assigned work station. The visit will not be less than one class period (secondary level) or for the duration of one complete subject lesson (elementary level). There shall be no fewer than three such observations annually and at least one in each semester.
3. In the case of the nontenured teaching staff member who is not regularly assigned to classroom instruction, the evaluator shall confer with the employee at the beginning of each three month period, the first of such periods commencing at the beginning of the school year. They shall together determine the job performance that will be observed. The period of the observation will be appropriate to the performance to be observed and will be conducted in as few separate sessions as possible. The evaluator shall record each separate instance of observation and the activity observed.
4. Wherever possible, multiple observations that focus on different areas of responsibility are desirable. Multiple observations should be spread over time to allow time for improvement.
5. Each observation will be recorded on a separate form and a copy sent to the nontenured



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teaching staff member within twenty-four hours prior to the observation conference.

### D. Evaluations

1. A written evaluation of each nontenured teaching staff member in the performance of his/her duties will be prepared within ten days of each observation or before the end of each three-month period during which a nontenured teaching staff member not regularly assigned to classroom instruction has been evaluated.
2. In addition to the evaluation following each observation or period of observation, the evaluator shall prepare an annual written evaluation of each nontenured teaching staff member's total performance as an employee of the school district. This written evaluation will be submitted to the Building Principal, if the Principal did not prepare the annual written evaluation, sufficiently in advance of the conference to provide the Building Principal input on the annual written evaluation. Any such input will be appended to the written evaluation.

### E. Post Observation Conferences

1. No later than ten days after the observation of each classroom instructor and no later than the end of each three-month period of observation of non-classroom instructors, the teaching staff member and the evaluating supervisor shall hold a conference to discuss the evaluation reports prepared in accordance with paragraph D1 above.
2. The post observation conference will be conducted for the purpose of confirming the accuracy of the material collected, providing a forum for feedback, and providing assistance to the teaching staff member whenever the need for such aid is indicated. In addition, the evaluator must note the effects of the observation (if any) on the teaching staff member's annual evaluation. Sufficient time should be scheduled for a full discussion of the issues involved.
3. Two copies of the written evaluation will be prepared and both the supervisor and the nontenured teaching staff member shall sign each copy and retain one copy.
4. The nontenured teaching staff member shall have the right to submit his or her written disclaimer of an evaluation within ten days following the conference and such disclaimer shall be attached to each party's copy of the evaluation report.
5. Each observation report will be filed in the teaching staff member's personnel file. A copy will be provided to the teaching staff member within one (1) day of the conference.

### F. Annual Summary Conference And Written Evaluation



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Board of Education**

## TEACHING STAFF MEMBERS

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1. An annual summary conference will be held with each nontenured teaching staff member by the administrator or supervisor who prepared the annual written evaluation (whenever possible) before the staff member's annual written evaluation is filed.
  2. The annual written evaluation will include a review of the nontenured teaching staff member's total performance as an employee of the district, including, but not limited to:
    - a. Performance areas of strength;
    - b. Performance areas needing improvement based upon the job description;
    - c. An individual professional development plan developed by the supervisor and the teaching staff member; and
    - d. A summary of indicators of pupil progress and growth, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member.
  3. Adequate time will be allotted for the annual summary conference in order to cover the required topics of discussion and to permit a full exploration of the possible solutions to any problems identified.
  4. The annual written evaluation prepared by the evaluator will be signed by the evaluator at the time of the conference and by the nontenured teaching staff member within five working days of the conference. The signature of the staff member will not necessarily be construed to indicate assent with the report.
  5. The teaching staff member shall have the right to submit a written disclaimer of such evaluation within ten days following the conference and such disclaimer shall be attached to each party's copy of the evaluation report.
  6. Each annual written evaluation shall be filed in the teaching staff member's personnel file. A copy will be provided to the staff member within five (5) working days of the conference.
- G. Individual Professional Improvement Plan
1. An Individual Professional Improvement Plan will be prepared annually for each nontenured teaching staff member.
  2. All new teachers with standard certificates must complete 100 clock hours of State-



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approved professional development every five years in accordance with N.J.A.C. 6A:9-15.1 et seq. and therefore, must have a Professional Improvement Plan within sixty days of the Board's approval of the employment contract.

- a. The content of each teacher's professional improvement plan shall align with the Professional Standards for Teachers as set forth in N.J.A.C. 6A:9-3.3.
- b. The activities in each teacher's professional improvement plan shall align with the professional development standards as outlined in N.J.A.C. 6A:9-15.2(d).
3. At the time the Professional Improvement Plan is prepared, a review will also be made of the staff member's efforts to achieve the prior year's plan.
4. Copies of the Individual Professional Improvement Plan will be placed in the teaching staff member's annual performance report and given to the teaching staff member. The degree to which the teaching staff member achieved the requirements of the previous plan will be a measure of the staff member's annual performance evaluation.
5. It is the duty of the teaching staff member to implement the plan as prepared; his/her failure to do so may result in disciplinary action up to and including dismissal.

The following forms are to be used for evaluation:

1. Anecdotal Record Form
2. Evaluation Form for classroom observations and for periodic overall evaluations
3. Guidance Counselor Evaluation Form
4. Child Study Team Evaluation Form
5. Annual Performance Review/Professional Improvement Plan
6. Interim Evaluation Report
7. Collegial Observation Form (Pre-Observation Conference)
8. Collegial Observation Form (End of Year Reflection on Professional Growth)

# Haddonfield Public Schools

## Anecdotal Record Form

To: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_ Re: \_\_\_\_\_

Please sign all three copies and return two copies.\* If you wish a conference with me pertaining to the above evaluation, please make an appointment through the school secretary.

Teacher's Signature \_\_\_\_\_ Teacher's Conference Request: \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Evaluator's Conference Request: \_\_\_\_\_

\*The signature of the recipient indicates receipt of the document, not agreement with its contents.



# Haddonfield Public Schools

## Teacher Observation Report

**Teacher:** \_\_\_\_\_ **Date:** August **Building:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_ **Number of Students:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_  
**Announced:** \_\_\_\_\_ **Unannounced:** \_\_\_\_\_

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### Explanation of Rating System

**O- Observed**                      **NO - Not Observed**                      **SC – See Comments**                      **NA – Not Applicable**

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### **Domain A – PLANNING AND PREPARATION**

1. Demonstrates familiarity with core curriculum standards and with students' background knowledge, skills, and/or experiences, and integrates these in planning.
2. Develops written plans that provide specific learning of long and short-term goals appropriate to the students' level and are aligned with the approved content standards.
3. Designs a coherent instructional plan, the foundation of which is inclusive of district curriculum and the New Jersey Core Curriculum Standards. During the lesson, connects the current lesson to previously learned or future content with a specific goal to enhance student learning.
4. Utilizes appropriate evaluation strategies, both formative and summative, which are aligned with the lesson objectives. Evaluations must be listed in the lesson plan and the most recent evaluation(s) are to be discussed in the review conference.
5. When and where appropriate, planning is differentiated around content, product, or process. Lesson plans clearly notate differentiation of content, product, or process.
6. Required or necessary accommodations and/or modifications with students' special learning or behavioral needs are evident in the lesson and discussed with the evaluator at the concluding conference.
7. There is evidence that formative data was used in the planning and preparation. This evidence is appropriately shared during the evaluation conference.
8. Student records are current

**Commendations:**

**Recommendations:**

**Concerns:**

**Domain B – Student Learning Environment**

**Domain B – STUDENT LEARNING ENVIRONMENT**

1. Expectations are communicated by the teacher, and students articulate the expectations to the observer.
2. Establishes and maintains effective classroom routines and procedures appropriate to the age and grade of the students.
3. Establishes an environment where the teaching resources are arranged to enhance student learning.
4. The classroom climate is marked by mutual respect and rapport from teacher to student, student to teacher, and student-to-student.
5. Flexible grouping is used when appropriate.
6. Transition time is efficient

**Commendations:**

**Recommendations:**

**Concerns:**

**Domain C – INSTRUCTION**

1. Shows an understanding of the curriculum/subject.
2. Teaching resources used were engaging for the students.
3. Communicates in clear and precise language about learning goals and instructional procedures that promote student understanding and participation.
4. Multiple discussion strategies were used.
5. Students were given specific and timely feedback.
6. Non-instructional tasks were kept to a minimum and handled efficiently.



**Domain C – INSTRUCTION**

7. If in a co-teaching environment, both teachers are fully engaged and working as equals.
8. Instruction is differentiated around content, product, or process. Specific examples are listed in the commendation section.
9. During discussions with students, students specifically identify times when differentiation of content, product, or process occurred in the class.
10. Clear examples of formative assessment are either evident in the class, are shared by the students with the observer, or shared by the teacher during the evaluation conference.
11. Technology was used during the lesson.
12. Evidence of students integrating technology in their learning was present.

**Commendations:**

**Recommendations:**

**Concerns:**

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**Summary of Observation:**

**Teacher Comments: (Optional)**

Teacher's Signature\*: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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\*The teacher's signature indicates only that he/she is aware of the contents of this report, not that he/she agrees with the report, in whole or part. The bargaining unit member has the right to rebut any part or all of this report as per the negotiated agreement.

**HADDONFIELD PUBLIC SCHOOLS  
EVALUATION FORM**

**GUIDANCE COUNSELOR**

TEACHER:                      CLASS:                      SCHOOL:  
DATE:              OBSERVER:              ANNOUNCED:  UNANNOUNCED:   
TIME:              NUMBER OF STUDENTS:

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This evaluation form is divided into three parts: Section I is for data collection to be used as a basis for the narrative in Section II. Section III is the overall rating for the dates indicated.

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Section I – Data Collection:

KEY:

**O** – OBSERVED    **N.O.** – NOT OBSERVED    **N.A.** – NOT APPLICABLE    **S.C.** – SEE COMMENTS

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**A. THE STUDENT/COUNSELOR CONFERENCE**

- \_\_\_ 1. Plans thoroughly for conference.
- \_\_\_ 2. Establishes rapport to begin conference.
- \_\_\_ 3. Utilizes appropriate counseling techniques.
- \_\_\_ 4. Is aware of student needs.
- \_\_\_ 5. Adjusts counseling style to individual needs.
- \_\_\_ 6. Follows through on conference outcomes.

**B. THE PARENT/COUNSELOR CONFERENCE**

- \_\_\_ 1. Plans thoroughly for conferences.
- \_\_\_ 2. Displays tact and aplomb.
- \_\_\_ 3. Actively listens and responds appropriately.
- \_\_\_ 4. Inspires confidence and trust from parents.
- \_\_\_ 5. Recommends appropriate plans of action.
- \_\_\_ 6. Follows through on conference outcomes.

**C. GROUP SESSION**

- \_\_\_ 1. Prepares thoroughly for the session.
- \_\_\_ 2. Selects appropriate group guidance techniques for this session.
- \_\_\_ 3. Selects appropriate materials for the group.
- \_\_\_ 4. Demonstrates thorough knowledge of the topics to be covered.
- \_\_\_ 5. Monitors student understanding of the material discussed.

Section II – Narrative:

A. Evaluator's Comments:

**Description**

**Commendation**

**Recommendations**

B. Counselor's Comments:

Evaluator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

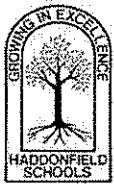
Performance Review Conference Date: \_\_\_\_\_

Counselor's Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Note: Evaluator's descriptive comments and recommendation for improvement are required for areas needing improvement. The counselor's written response is also required within 15 calendar days of the receipt of the report for any rating of "unacceptable" or "does not meet district standards".

\*Counselor's signature indicates receipt, not necessarily acceptance of evaluation. Counselor responses which are submitted within 15 calendar days may be included on a separate sheet and attached to this summary.

9/1/88 Approved  
9/27/90 Corrected



## Haddonfield Public Schools Non-Teaching Observation Report

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Building:** CST  
**Evaluator:** \_\_\_\_\_ **Number of Participants:** \_\_\_\_\_ **Activity:** \_\_\_\_\_  
**Announced:** \_\_\_\_\_ **Unannounced:** \_\_\_\_\_

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### Explanation of Rating System

**NO - Not Observed**      **O- Observed**      **SC – See Comments**      **NA - Not Applicable**

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### **Domain A – Planning and Preparation**

1. Demonstrates familiarity with students' background, skills, needs, and experiences, and uses this knowledge during the activity.
2. Has appropriate forms and students files available for use during the activity.
3. Has ensured that the appropriate participants have been invited to the activity.
4. Has had appropriate contact with the participants to ensure they are prepared for the activity.
5. Utilizes appropriate evaluations to help structure the activity and guide the decision making processes.
6. When and where appropriate, includes other professionals who will enhance the activity.
7. Plans for required or necessary accommodations and/or modifications with participants' special learning or behavioral needs in mind.

**Commendations:**

**Recommendations:**

**Concerns:**

### **Domain B – Activity Environment**

1. Expectations are communicated so that all are aware of the purpose of the activity and if asked can articulate the expectations.
2. Establishes and maintains effective routines and procedures appropriate to the activity.
3. Establishes an environment where the resources are available and utilized to enhance activity outcomes.
4. The activity climate is marked by mutual respect and rapport.

5. The facilitator encourages and promotes active and respectful participation of all in attendance at the activity.
6. The facilitator maintains the focus of the activity so that time is utilized efficiently.

**Commendations:**

**Recommendations:**

**Concerns:**

**Domain C – Professionalism**

1. Demonstrates respect and collaborative skills during the activity.
2. Demonstrates knowledgeable of current professional practices
3. Communicates clearly with all participants.
4. Works cooperatively with participants and shares ideas and information from current research.
5. Completes documentation accurately and promptly during and immediately following the activity
6. Complies with all policies and procedures related to the activity

**Commendations:**

**Recommendations:**

**Concerns:**

**Domain E -- Technology**

- NA 1. Technology was used during the activity.

**Commendations:**

**Recommendations:**

**Concerns:**

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**Summary of Activity:**

**Staff Member's Comments: (Optional)**

Staff Member's Signature\*: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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\*The teacher's signature indicates only that he/she is aware of the contents of this report, not that he/she agrees with the report, in whole or part. The bargaining unit member has the right to rebut any part or all of this report as per the negotiated agreement.



# HADDONFIELD PUBLIC SCHOOLS

## ANNUAL PERFORMANCE REVIEW

Teaching Staff Member: \_\_\_\_\_

School: \_\_\_\_\_

Administrator: \_\_\_\_\_

Review Date: \_\_\_\_\_

### **Progress on Professional Improvement Goals for the 2007-2008 School Year:**

- ❖ Goal 1 –
  - Progress:
  - Future Growth:
  
- ❖ Goal 2 –
  - Progress:
  - Future Growth:
  
- ❖ Goal 3 –
  - Progress:
  - Future Growth:

**Attendance Summary:** September 1 to date of evaluation.

State Average Attendance Rate for Prior Year: 96%

**At the end of this school year, attendance will be updated and an addendum added to this evaluation.**

Reason	Days
Illness	
Personal	
Death of a Relative or Friend	
Family Illness	
Other – Explain below	
<b>TOTAL</b>	

Evaluator's summary statement regarding attendance:

**Evaluator's Comments on Teacher Performance:** Areas to include – planning and preparation; student learning environment; instructional practice; professionalism; use of technology.



**Evaluator's Rating on Teacher Performance:**

- Meets District Standards
- Is Inconsistent in Meeting District Standards
- Does Not Meet District Standards

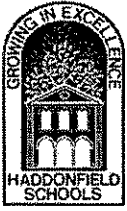
**Teacher Comments:** (Optional)

Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Annual Performance Review Conference Date: \_\_\_\_\_

The teacher's signature is required within five days of the conference. The teacher's signature indicates receipt of this report, not necessarily agreement with the contents. The teaching staff member shall have the right to submit a written response to any material within this report within 15 days of the conference.



# HADDONFIELD PUBLIC SCHOOLS

## INTERIM EVALUATION REPORT

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Evaluation From: \_\_\_\_\_ To: \_\_\_\_\_

### A. Evaluator's comments on instructional performance

### B. Indicators of other professional responsibilities

- \_\_\_\_\_ 1. Assumes responsibilities beyond the classroom.
- \_\_\_\_\_ 2. Keeps knowledge and professional practices current.
- \_\_\_\_\_ 3. Works and communicates effectively with parents and community.
- \_\_\_\_\_ 4. Works cooperatively with colleagues and actively shares ideas, materials and methods.
- \_\_\_\_\_ 5. Sets proper examples for students through personal appearance, punctuality and attendance.
- \_\_\_\_\_ 6. Completes duties accurately and promptly.
- \_\_\_\_\_ 7. Assumes responsibility for student management throughout the building.
- \_\_\_\_\_ 8. Complies with policy, regulations and procedures.
- \_\_\_\_\_ 9. The teacher upholds the rules on equality in educational programs as specified under NJSA 18-A:36-20 Chapter 4,6:4-1.5 (see teacher handbook).

#### Key:

O-Observed N.O. - Not Observed N.A. - Not Applicable S.C. - See Comments

**C. Evaluator's rating and comments on overall performance.**

1. **Rating**      \_\_\_\_\_ Meets district standards  
                  \_\_\_\_\_ Is inconsistent in meeting district standards  
                  \_\_\_\_\_ Does not meet district standards

2. **Comments:**

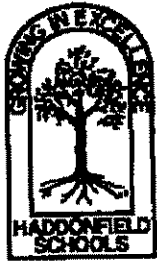
**D. Teacher's Comments:**

Evaluator's Signature: _____	_____
	Date
Performance Review: _____	_____
	Date
Teacher's Signature*: _____	_____
	Date

Note: Evaluator's descriptive comments and recommendation for improvement are required for areas needing improvement. The teacher's written response is also required within 15 calendar days of receipt of the report for any rating of "unacceptable" or "does not meet district standards."

\*Teacher's signature indicates receipt, not necessarily acceptance of evaluation. Teacher responses which are submitted within 15 calendar days may be included on a separate sheet and attached to this summary.

9/1/88 Approved



# HADDONFIELD PUBLIC SCHOOLS

## Collegial Observation Form

### Page 1 Pre-Observation Conference

Teacher to be Observed:

Colleague who will  
be observing:

Date of Conference:

Date of  
Observation:

Focus of Observation:

Lesson Objective:

Lesson Content:

Procedures:

Considerations/Concerns:

Feedback from  
Conference:

**Page 2**  
**Observer's Notes**

**Teacher:**  
**Date:**  
**Class/Content:**

**Colleague:**  
**Time/Period:**  
**Number of**  
**Students:**

<b>Observer's Notes</b>	<b>Comments/Questions/Reactions</b>

**Page 3**  
**Teacher's Notes**

**Teacher:**  
**Date:**  
**Class/Content:**

**Colleague:**  
**Time/Period:**  
**Number of**  
**Students:**

**Comments/Questions/Reactions**

**Page 4**  
**Observation Documentation**

This form is to be completed by the teacher within five days of the Post-Observation conference. Copies should be submitted to the immediate supervisor, the school office to be placed in your personnel file, and the Superintendent's office for your file.

**Teacher:**  
**Pre-observation**  
**Conference**  
**Date:**  
**Post-**  
**observation**  
**Date:**

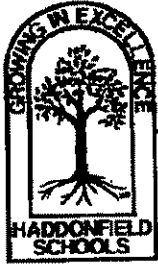
**Colleague:**  
**Date of**  
**Observation:**  
  
**School:**

**Summary of Post-observation conference:**

**Implications for Teaching:**

**Teacher's**  
**Signature**

**Colleague's**  
**Signature**



# HADDONFIELD PUBLIC SCHOOLS

## Collegial Observation Forms

### End of Year Reflection on Professional Growth

This form is to be completed by the teacher and submitted to the immediate Supervisor by June 1<sup>st</sup>.

**Area of Focus:** (Copy from PPG)

**Reflection:** (Your reflection on how your Plan for Professional Growth evolved throughout the year. Describe the work you have done in your area of focus and its effect on your teaching.)

<b>Teacher's Signature</b>		<b>Colleague's Signature:</b>	
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Approved by BOE: 9/23/97