

Educator Evaluation Princeton Charter School

Introduction

As part of the federal requirements for states receiving funding under the 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 administrators/ principals. This information will help you understand the Princeton Charter School's policies and procedures for evaluation.

Description of Teacher Evaluation Program

The Head of School and the Assistant Heads of School are responsible for assessing teachers' performance at PCS. Their evaluations of the teaching staff are reported to the board in closed session at the time contract renewals are under discussion. Teachers are formally evaluated three times yearly, using the Classroom Observation and Teacher Evaluation Report. Teachers discuss the reports with their supervisors and are invited to submit their own comments, which are appended to the reports.

The assessment-evaluation process is both summative and formative in purpose. Summative evaluation is a formal, recorded process that yields a decision, for example, to rehire or give tenure, to reward performance with salary increases, etc. Formative evaluation is primarily intended to help educators improve; such evaluation can be informal, and often comes most helpfully from one's peers.

Every beginning teacher at PCS is assigned a mentor, a senior staff member who assists the new teacher with lesson plans, classroom management, record keeping requirements, and other typical concerns of beginning teachers. Mentors do not keep written records of those they assist, and they do not contribute to the formal teacher evaluation process. The Head of School may also assign mentors to teachers who need collegial assistance with any aspect of their teaching. Every teacher devises, with a supervisor, a plan for improving content knowledge/teaching strategies. PCS schedules teacher in-service days, and allocates funds to each teacher for professional development.

The principle purpose for teacher assessment is the improvement of instruction. Evidence of student learning is the strongest confirmation of good teacher performance. Relating the quality of teaching to student achievement must be done by experienced professional educators with consideration of the many variables that affect student learning. But teachers should regard student learning as the basic purpose and measure of their performance.

Professional development provided by the school or through outside agencies should focus on building each teacher's capacity in the areas of content knowledge, assessment, and effective teaching strategies. Teacher professional improvement plans should identify professional development that will lead to measurable improvements in student performance.

Description of Administrator/Principal Evaluation Program

At PCS, the Head of School is responsible for assessing the performance of assistant heads and other administrators. That assessment takes place yearly, and the results are conveyed to the Board in closed session. The Board of Trustees is responsible for assessing and evaluating the Head of School. At the

end of the school year, the Chair of the Board meets with the Head of School to discuss the assessment-evaluation results and to explore possible objectives for the following school year.

Systematic evaluation of administrators yields at least two significant benefits at PCS:

1. Evaluation requires that the school trustees have a clear definition of the administrator’s major tasks. The formal agreement of evaluators and those being evaluated on the nature and priorities of the administrator’s role reduces misunderstanding and improves trustee-administrator relations.
2. Agreement on the standards by which PCS administrators are assessed means that trustees can fairly and efficiently measure the quality of administrative performance. This process reduces friction, focuses the Board’s and the administrator’s own expectations, and makes decisions concerning the administrator’s future more fair and productive.

Princeton Charter School: Teacher Evaluations 2014-2015

Number of teachers meeting the school’s criteria for acceptable performance	Number of teachers in school	Percent of teachers in school meeting the criteria
34	35	97.1%

Princeton Charter School: Administrator Evaluations 2013-2014

Number of Heads (and Assistant) of School meeting the criteria for acceptable performance	Number of Heads (and Assistant) of School in district	Percent of Heads (and Assistant) of School in school meeting the criteria
3	3	100%