

REGULATION

**NORTHVALE
BOARD OF EDUCATION
TEACHING STAFF MEMBERS**

**EVALUATION OF TENURED
TEACHING STAFF MEMBERS
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R 3222 – EVALUATION OF TENURED TEACHING STAFF MEMBERS

Purposed of the Evaluation

- A. To promote professional excellence and improve the skills of teaching staff members;
- B. To improve student learning and growth;
- C. To provide a basis for review of performance of tenured teaching staff members;
- D. To promote a sound basis for setting goals and objectives; to identify needs; to take corrective actions to remedy needs; and to strive toward the development of a thorough and efficient education for students;
- E. To keep formative evaluation as a dynamic process, assess its effectiveness periodically, and revise it as necessary;
- F. To provide opportunities for teachers to pursue their personal goals as they achieve school and district-wide organizational goals.

Components of Evaluation

- A. Job description

Each person within the school district shall fulfill his/her responsibilities as identified by the job description.



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B. Other elements of evaluation

Areas that may be considered in the evaluation of teachers include the following:

1. Instructional skills;
 - a. Development and implementation of lesson plans;
 - b. Use of appropriate resources;
 - c. Consideration of individual student needs;
 - d. Motivation of students;
 - e. Variation of instruction techniques;
 - f. Communications with parents/guardians
2. Management ability;
 - a. Productive relationships with students;
 - b. Maintenance of appropriate order (discipline)
 - c. Personal efficiency.
3. Professional responsibility;
 - a. Commitment to education;
 - b. Professional relationships with staff;
 - c. Adherence to administrative regulations and assigned duties;
 - d. Self-improvement.
4. Personal responsibility;
 - a. Appearance and manner;
 - b. Proper speech;
 - c. Productive and cooperative attitude;
 - d. Sound judgment
5. Student achievement

The teacher will formulate general objectives for student progress for the school year and will analyze, with the evaluator, student progress toward these objectives.



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C. Evaluation procedures

Because evaluation is most effective when it is a cooperative process involving staff member and administrator/evaluator in a team effort aimed at the improvement of instruction, the evaluation procedures shall include, but not be limited to, the following:

D. Observation

During the observation, the evaluator will focus his/her attention on the areas affecting the performance of the teacher in the instructional process.

E. Post-observation

At this conference, the teacher and evaluator will discuss the lesson observed.

F. Evaluations shall include:

1. Areas of professional strength as evidence during the period of observation;
2. Areas in need of professional improvement as evidenced during the period of observation; and
3. Specific suggestions as to measures which the teaching staff member might take to improve his/her performance in each of the areas wherein the need or opportunity for professional improvement has been indicated.

G. Annual written performance report

The annual written performance report shall be prepared by a certified supervisor who has participated in the evaluation of the teaching staff member and shall include but not be limited to:



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1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description;
3. A professional growth plan developed by the supervisor and teaching staff member;
4. A summary of available 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;

Adopted: September 28, 1998

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