

RED BANK CHARTER SCHOOL'S TEACHER EVALUATION SYSTEM

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 Red Bank Charter School 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.

SECTION 1

Elements of the Teacher Evaluation / Compensation System

RBCS's teacher evaluation system is based on the Charlotte Danielson Teacher Evaluation Framework. As part of a formal evaluation, the following performance domains are measured: Planning for and Reflecting on Student Learning, Creating an Environment for Learning, Teaching for Learning, Assessing Learning, and Teacher Professionalism. The process for formal evaluation includes; pre and post observation conferencing, discussion of teacher reflection sheet, review of student work samples and professionalism rating.

Additional evidence used to determine teacher effectiveness includes; a measure of student achievement outcomes, documentation from informal observations, teacher work samples including lesson plans, long range plans and eboard postings, progress towards individual Professional Development Plans, teacher Portfolio samples and participation in Professional Learning Communities and professional development activities.

All teachers, tenured and untenured, are evaluated by the same measures. Distinguished teachers are observed formally 2 times a year; 1 formative mid-year evaluation and 1 summative annual evaluation. All other teachers are formally observed 3 times a year ; 2 formative evaluations and 1 summative annual evaluation. Informal, targeted observations are frequent throughout the year.

Results of teacher evaluations are used to inform teacher placement, assignment of roles and responsibilities, recommendation for continued employment, tenure decisions, professional development focus and as a basis for compensation.

SECTION 2

RED BANK CHARTER SCHOOL TEACHER EVALUATION RESULTS SY 2009-2010

Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
21	21	100%