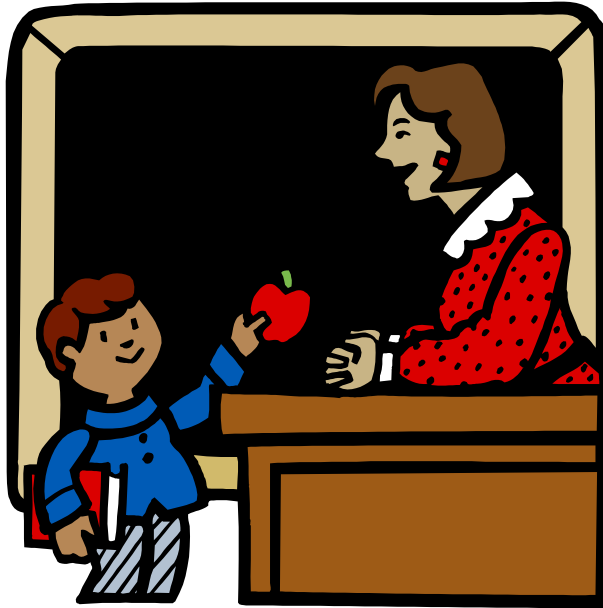


Cherry Hill Public Schools
Teacher Observation/Evaluation Guidelines



August 2003

Table of Contents

Cherry Hill Board of Education Vision Statement	3
Introduction	4
Philosophy.....	5
Purposes of Teacher Evaluation.....	6
General Information	6
The Professional Development Plan.....	6
The Collaborative Plan	7
Timelines	10
Observation Process	10
Annual Performance Report	13

Appendix

- A. Classroom Teacher Observation Report
- B. Annual Performance Report Cover– Tenured
- C. Annual Performance Report Cover – Non-Tenured
- D. Annual Performance Report Body (For both Tenured and Non-Tenured)
- E. Collaborative Level Plan
- F. Collaborative Plan Samples

Cherry Hill Board of Education Vision Statement

The Cherry Hill Board of Education commits itself to all children by creating an internationally benchmarked school district in which all students receive a preeminent education.

To achieve this, the Board of Education will focus on:

- Setting standards, benchmarks, and assessments for staff and students.
- Creating a budget that provides the necessary funding, and
- Ensuring a safe and orderly environment.

Because our success as a school district depends on the decisions we make and the policies we establish, the Board further commits to:

- Communicate openly and frequently with one another and with the community.
- Acting as civil models of decorum, with the recognition that a school system serves as a social core of the community, and
- Working as a unified body on behalf of all the children of Cherry Hill, always asking what is the best for the children.

Introduction

Dear Cherry Hill Teachers and Administrators:

A team of teachers and administrators have worked together to develop a classroom teacher observation and evaluation process which focuses on teachers' growth, collaboration between the teacher and evaluator and the success of the student.

The committee, known as the Teacher Observation and Evaluation Committee, is convinced that for positive results to occur, all parties must work together. We understand that teacher growth in a standards based educational community is critical to the continuous improvement that we expect of our educational system. Thus the mission of the committee is "To develop a process of continuous improvement, growth and evaluation for all teaching staff members and their supervisors in order to bring about a teaching/learning environment characterized by fairness, consistency, collegiality, and trust." The new evaluation instruments reflect the districts focus on student learning, behaviors and outcomes.

The philosophy of teacher evaluation was developed to set the tone for this healthy, nurturing and collaborative evaluation process. It is the intent of the committee and the teachers and administration of Cherry Hill School District that this process be implemented with this philosophy firmly in mind. It is only through living this philosophy that continuous growth and improvement can be made. Your suggestions for improvement of this process are welcome.

Teacher Evaluation Committee

Scott Arnauer
Carusi Middle School

Betsy Holschuh
Johnson School

Diane Oesau
Mann School

Chris Boyle
Woodcrest School

Hope Jenkins
Malberg Administration

Mark Pinzur
Cherry Hill HS West

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Cherry Hill HS East

Marta Levy
Kilmer School

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CHEA

Tom Christensen
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Linda Rotella
Kingston School

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Beck Middle School

Terrence Malone
Beck Middle School

Martin Sharofsky
Kingston School

Al Dempsey
Cherry Hill HS West

Betsi McLeester
Cherry Hill HS East

Stan Sheckman
Kingston School

Barbara Friscia
Johnson School

II. PHILOSOPHY OF TEACHER EVALUATION (BOE Policy IAA)

The process of observation and evaluation is an ongoing process which exists to support and encourage instructional excellence. In this process, the teacher and supervisor work cooperatively in a professional atmosphere conducive to mutual growth.

The process of observation and evaluation should promote teacher self-esteem. It is characterized by its fairness, consistency and collegiality. The recognition of different teaching styles, levels of experience and expertise form the basis for this process. Endowing the process with meaning is the joint responsibility of the supervisor and the teacher.

The role of the supervisor in the process of observation and evaluation is to:

1. Recognize that the teacher's function is central to student achievement.
2. Review, together with the teacher, the expectations of the district and the community.
3. Review, together with the teacher, the performance criteria as established in the job description.
4. Enhance and encourage teacher reflection on his/her own performance.
5. Recognize, nurture and encourage teacher competence and excellence.
6. Evaluate ongoing teacher performance.
7. Provide support for the instructional program.
8. Provide documentation to support employment recommendation.
9. Continue to participate in the teaching process.

The role of the teacher in the process of observation and evaluation is to:

1. Engage in dialogue with the supervisor.
2. Recognize that continued development is possible, desirable and important.
3. Recognize that an ongoing aim of evaluation is reflection and self-evaluation.
4. Recognize that the teacher's function is central to student achievement.
5. Review, together with the supervisor, the expectations of the district and the community.
6. Review, together with the supervisor, the performance criteria established in the job description.

The role of the district in the process of observation and evaluation is to:

1. Provide the teacher and the supervisor with the opportunities for the development of skills and knowledge.
2. Create a climate which accommodates a range of teaching styles and which acknowledges the value of risk taking.
3. Facilitates the process through allocation of appropriate resources.

Adopted: 5-29-92

Revised: 10-18-93

III. PURPOSES OF TEACHER EVALUATION

- A. To foster a cooperative and collaborative professional atmosphere.
- B. To promote teacher self-esteem.
- C. To objectively and fairly assess the performance of the teacher.
- D. To support the teacher in the development of teaching and classroom management skills.
- E. To assess student performance and progress.
- F. To monitor the implementation of the school's and district's policies, i.e. Standards, Benchmarks, and Principles of Learning.
- G. To provide an environment which fosters growth on the part of the supervisor and the teacher.
- H. To fulfill the state mandate for teacher evaluation.

IV. GENERAL INFORMATION

- A. All professional staff will review their evaluations, and sign and return in a timely fashion.
- B. Written reflections on observations and APR will be completed by all professional staff.
- C. Copies of all classroom teacher's observation reports and Annual Performance Reports (APR's) are to be forwarded to the Human Resources Office **as soon as they are completed.** (see document for timelines)
- D. Principals are to initial all observation reports indicating that they have reviewed them. (Secondary Schools)
- E. All certificated staff member evaluations will be completed by building level personnel. A complete list of evaluation responsibilities details each certificated category and the administrator responsible for their evaluation. This includes responsibility for completing the required number of observations, soliciting assistance for completing observations, completing the Annual Performance Report (APR) and soliciting information to include in the APR. This list will be forwarded to all district administrators in a separate memo.
- F. Principals, Assistant Principals, and Administrators are encouraged to provide input to the evaluation of anyone assigned to their building through the observation process by contacting the person responsible for that individual's evaluation.

V. THE CHERRY HILL PROFESSIONAL DEVELOPMENT PLAN FOR TEACHERS

The Cherry Hill Professional Development Program is comprised of four levels: Non-Tenured; Non-Tenured Experienced; Tenured; and Collaborative Plan.

1. Non-Tenured (First Year)

- Provided with a mentor teacher for the first year.
- May continue with the buddy teacher for the second and third years.
- Requirement for meeting specific evaluation standards and indicators are detailed on the APR report and the teacher handbook.

2. Non-Tenured (Experienced)
 - Provided with a teacher buddy for the first year in Cherry Hill.
 - Requirement for meeting specific evaluation standards and indicators are detailed on APR reports and the teacher handbook.
3. Tenured Teachers
 - Responsible for meeting and exceeding all required standards and indicators as detailed in the APR report and the teacher handbook.
4. Collaborative Plan
 - Tenured teachers may participate in a three year cycle, which provides the tenured teacher with two years at the Collaborative Plan level and one year at the Tenured Teacher level.
 - The Collaborative Plan level may be extended if jointly agreed to by the teacher and supervisor.

The Collaborative Plan

General Description

Recognizing that teachers grow professionally in a supportive, nurturing, and empowering climate, the collaborative plan seeks to provide opportunities for teachers to grow and learn through a highly collaborative and professional experience. This program empowers tenured teachers to create their own program for improvement in collaboration with their immediate supervisor and other professionals. The plans are to focus on increasing student success and achievement. Examples of the Collaborative Plan are located in the appendix

Classroom Observations

Classroom observations remain a requirement of State Statute and Administrative Code. Classroom observations of teachers on the Collaborative Plan level should be integrated as part of the overall plan.

Steps in the Plan Development

Step 1 Preliminary Work

- a. Informal conversation with supervisor/principal to discuss your general collaborative idea.
- b. Consultations with other teachers, students, administrators and/or other professionals to brainstorm possible goals and strategies.
- c. General review of the professional literature and other resources.

Step 2 Collaborative Level Plan Developed

- Collaborative Level plans should be developed for a period of one - two years; however, at the end of each year, the participants and administration may agree to extend or conclude the project.
- Revisions and additions will be made annually or as needed throughout the duration of the plan.

The elements of the plan include:

Collaborative level plan questions	Possible answers
What is the goal?	The answer needs to ultimately affect the success and/or achievement of students.
What strategies or methods may be used to make progress toward goal(s)?	<ul style="list-style-type: none"> • Study of literature • Work closely with other educators • Action research • Coaching • Video taping • Self-assessment • Clinical supervision • Mentoring • College courses • Workshops • Visitation days • Conferences • “Critical Friends” groups
What data can you collect to show progress of your goal(s)?	<ul style="list-style-type: none"> • Student work portfolios • Video tapes of classes • Peer observations • Principal observations • Parent responses • Student responses • Statistical measures • Performance assessment • Student outcome assessment • Reflective journal entries • Case study analysis • Teacher Portfolios

What resources/supports may be needed?	<ul style="list-style-type: none"> • Classroom materials • Student materials • Journals • Workshops • Resources • Books • Collegial time
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Step 3 Teacher/Team and Supervisor hold Collaborative Plan level meeting.

A collegial discussion will occur describing the growth plan outlining the goal(s), methods/strategies, supports, etc. that are needed. Revisions should be made based on the feedback from this meeting. Final plan is then approved by supervisor.

Step 4 There will be a mid-year review with teacher/team and supervisor by January 15th.

At this meeting, the team should discuss the progress toward the goal, share initial findings, and discuss possible artifacts or data needed for the end of the year.

Step 5 Annual Summative Report—May 15th

The teacher/team will write a report to be used at the summative conference.

The contents of this report should consist of the following:

1. There should be a complete reporting of the activities done during the year.
2. The data collected should be analyzed and discussed.
 - a. Good data or bad data is quite acceptable (all instructional methods may not increase student success). The teacher/team could discover that the project undertaken during the year might not be a suitable practice for that grade level/subject/school building.
3. If the teacher/team wishes to continue the project for a second year, there should be a detailed course of action, with meaningful, clearly stated goals that go beyond the previous work.
4. There should be a reflective piece by all team members indicating:
 - a. What was learned by participating in the Collaborative Plan?
 - b. How do the results of this Collaborative plan improve student success in Cherry Hill?
 - c. How would you change the Collaborative Plan year if given the opportunity to repeat it?

Examples of the Collaborative Plan are located in the appendix.

VI. TIMELINES FOR COMPLETION OF OBSERVATIONS REPORTS AND ANNUAL PERFORMANCE REPORTS

A. Non-Tenured

1. No later than November 30th: Submit a classroom observation for each non-tenured teacher. (Observations are to be submitted as they are completed.)
2. No later than January 31st: Submit a second classroom observation on each non-tenured teacher.
3. No later than April 15th: Submit an Annual Performance Report for each non-tenured teacher. A conference is to be held before an APR is written. (include classroom observations in sufficient quantity to ensure an accurate total performance report, but in no case less than two.)
4. No later than April 30th: Submit additional classroom observation reports to ensure a minimum of at least three plus necessary adjustments to the Annual Performance report. Please note the following exceptions:
 - a. Non-Tenured teachers leaving the District during the school year:
If the teacher is not returning the following year, a classroom observation and Annual Performance report are required; however, a Professional Development Plan (PDP) is not required. (Write “Not Applicable”)
 - b. Non-Tenured teachers employed after January 1st :
Submit an Annual Performance Report and two classroom observations by April 30th. Submit one additional classroom observation, the Pupil Progress Summary, and the Professional Development Plan by May 15th.
5. An addendum to PDP portion of the APR can be submitted any time after initial completion. A new APR is not to be written.

B. Tenured

1. No later than April 30th: Submit at least one classroom observation for each tenured teacher.
2. No later than May 15th: Annual summary conferences are to be completed.
3. No later than June 15th: Submit an Annual Performance Report for each tenured teacher. (APR’s are also to be completed for all teachers who are not returning the following year. The PDP, however, is not required).
4. An addendum to PDP portion of the APR can be submitted any time after initial completion. A new APR is not to be written.

VII. OBSERVATION PROCESS

A. Purpose of the Observation Process

According to State Code “The purpose of this procedure for the observation and evaluation of non-tenured teaching staff members shall be to identify deficiencies, improve professional competence, provide a basis for recommendations regarding reemployment, and improve the quality of instruction received by the pupils served by the public schools.”
(NJAC 6:3-4.1 (f))

The observation process is also used to commend teachers on successful teaching performance. This observation process is used to gather information to assess the total performance of a teaching staff member during the period of the school year. The process can be conducted through classroom observation or interim visits to the areas where a teacher was assigned.

1. Classroom Observations: A visitation to an assigned work station by a certified supervisor for the purpose of formally collecting data on the performance of a teaching staff member’s assigned duties and responsibilities and of a duration appropriate to the same. (NJAC 6:3-4.3)
 - a. Frequency:
 - (1) For the purpose of satisfying state law each non-tenured teaching staff member shall be observed in the performance of his/her duty a minimum of three (3) times during the school year. (NJSA 18A 27-3.1)
 - (2) For the purpose of satisfying state law, each tenured teaching staff member shall be observed in the performance of his/her duty a minimum of one (1) time during the school year. (NJSA 6:3-4.3)

B. Components of the Observation Process

1. Duration of Observation: For the purpose of satisfying State Code, a classroom observation is a minimum of one class period in the secondary schools and for the duration of one complete subject lesson in the elementary school.
2. Pre-conference: A pre-conference will be conducted for every first year non-tenured teacher for the first observation of the year, and for the other observations at the option of the supervisor. Observations can be pre-scheduled with the teaching staff member or conducted without notice. A pre-conference may be held prior to any classroom observation is encouraged as part of the evaluation process.
3. The Classroom Observation Conference: The classroom observation conference is a discussion between the supervisor and the teaching staff member to review the data collected in a formal observation. The sequence of events should be as follows:
 - (a) Pre-conference (if held)

- (b) Observation
- (c) Observation conference (within 5 school days after the classroom observation – Policy 4116)
- (d) Written report based on the observation **and** the observation conference. (Given to teacher within 5 days of the conference)
- (e) Written Teacher Reflection (Teacher must attach the reflection, sign the document, and return it within 5 days of receiving it)
- (f) A follow up conference, if needed, on the content of the written report.

C. The Classroom Teacher Observation Report: The classroom observation report is used to document the lesson and/or performance of the teaching staff member being observed.

1. Content: The classroom observation report is to address instructional procedures observed during the lesson under observation. It is also to contain a summary of what was discussed at the observation conference if it was appropriate to the classroom observation.
2. Format: The classroom observation report will contain the following sections:
 - (a) Overview of the Lesson: Include in this section, a brief description of the lesson and its objective. Write, not only for the supervisor and teacher, but for the third party who may read the observation report, such as the Principal or Central Supervisor.
 - (b) Domains: Planning and Preparation, Classroom Environment, and Instruction. Standards are listed for each domain. It is suggested that the observer and the teacher focus on two (2) or three (3) standards within each domain. Comments under each domain can address:
 - i. Areas of Strength – a(n) example(s) of effective teaching practices that enhance(s) student learning;
 - ii. Areas of Growth – suggestions for further professional development to enhance student learning or recognition of improved teaching practices.
 - iii. Areas of Concern – examples of ineffective teaching practices that interfere with student learning (Red Flag issues). Areas of Concern necessitate concrete plans for further improvement and remediation including specific dates and timelines developed collaboratively by the teacher and supervisor.
 - (c) Teacher Reflection: After the post-observation conference, the teacher shall write their reflection on the lesson and the observation process. This needs to be submitted along with the signed document within 5 days of receiving the written observation report. Additionally, the teaching staff member shall have the right to submit his or her written disclaimer of such evaluation within ten (10) school days following the conference

and such disclaimer shall be attached to each party's copy of the evaluation report. (NJAC 6:3-4.1 (e))

Sample Reflection Questions:

As I reflect on the lesson, to what extent were students productively engaged?

Did the students learn what I intended? Were my instructional goals met? How do I know?

Did I alter my goals or instructional plan as I taught the lesson? If so, why?

If I had the opportunity to teach this lesson again, what would I do differently? Why?

Have I learned anything from my conferences with my supervisor?

- (d) Several dates are required on the observation form:
 - i. Pre-conference date (if a pre-conference is held)
 - ii. Observation date
 - iii. Conference date
 - iv. Signature dates

D. Completed Observations

All observation reports are to be submitted to Central Administration within one week of completion.

E. Interim Visits

Other visits to the classroom besides the classroom observation may occur. A visit to a teacher's work station that does not meet the state parameter is considered an "interim visit."

A conference may be held if appropriate. Also, if appropriate, interim visits may be documented using a memorandum format. Such documentation can be made a part of the district file by sending a copy to the teacher with a copy to the "District File." The documentation can be referred to and attached to the Annual Performance Report, if it is part of the teacher's file.

VIII. ANNUAL PERFORMANCE REPORT GUIDELINES

This section describes guidelines for the writing of the Annual Performance Report.

- A. Purpose: The purpose of the Annual Performance Report is to:
 - 1. Promote professional excellence and make suggestions for improvement of the teaching staff member, if appropriate.
 - 2. Improve pupil learning and growth.
 - 3. Provide a basis for the review of performance of teaching staff members. (NJAC 6:3-4.3)

- B. Areas to be included in the Annual Report shall include but are not be limited to:
1. Areas of Strength – a(n) example(s) of effective teaching practices that enhance(s) student learning.
 2. Areas of Growth – suggestions for further professional development to enhance student learning or recognition of improved teaching practices.
 3. Areas of Concern – examples of ineffective teaching practices that interfere with student learning (Red Flag issues). Areas of Concern necessitate concrete plans for further improvement and remediation including specific dates and timelines developed collaboratively by the teacher and supervisor.
 4. An individual professional development plan formulated by the supervisor and the teaching staff member collaboratively.
 5. A summary of available data and indicators of pupil learning, progress, and growth, and a statement of how these indicators reflect the effectiveness of the overall program and the performance of the individual teaching staff member. (Proposed Indicators of Pupil Progress page 15)
 6. A written teacher reflection is required as part of the APR process.
- C. Annual Performance Report (Written Report)
1. The Annual Performance Report is comprised of seven (7) parts.
 - (I) Planning and Preparation
 - (II) Classroom Environment
 - (III) Instruction
 - (IV) Professional Responsibility
 - (V) Summary Statement – Pupil Progress
 - (VI) Professional Development Plan
 - (VII) Teacher Reflection
 2. The Annual Performance Report is based upon the collected data related to the staff member’s job performance. For non-tenured teachers, it must include a minimum of two (2) instructional observations for an entire lesson or class period (third observation can occur after the APR). Interim visit memoranda or other documentation may also be used as a basis for the evaluation.
 3. The Annual Performance Report must be signed by the staff member within five (5) working days of receiving the written report.
 4. The staff members may enter into the record additional performance data within ten (10) working days following receipt of the written report.
- D. Annual Summary Conference
1. An annual summary conference to discuss the Annual Performance Report must be completed for each staff member. Supplemental data to the APR can be added as needed.

2. The annual summary conference between supervisor and teaching staff members shall be held before the Annual Performance Report is written. (NJAC 6:3-4-1)The conference shall include but not be limited to:
 - a. Review of the performance of the teaching staff member.
 - b. Review of the teaching staff member’s progress towards the objectives of the individual professional development plan developed at the previous annual conference.
 - c. Review of the available indicators of pupil progress and growth toward the program objectives.
3. Review of the annual written performance report and signing of said report within five (5) working days after review.

E. Professional Development Plan (PDP)

1. Definition: “A written statement of actions developed by the supervisor and the teaching staff member to correct deficiencies or to continue professional growth, timelines for their implementation, and the responsibilities of the individual teaching-staff member and the district for the implementation.” (NJAC 6:3-4(h)3)
2. The PDP is a collaborative effort between the staff member and his/her supervisor.
3. Types of Objectives:
 - a. School-wide objectives
 - b. Individual objectives – professional learning/growth
 - c. Individual objectives – address areas of concern
4. Part I of PDP: Progress on the PDP can be commented upon.
5. Part II of PDP: A plan developed with the staff member for the coming year. The plan must include at least the following:
 - a. Objectives of the plan. A clear statement of what is expected and outcomes.
 - b. Action Plan: Action Plan with timelines may be individualized and include school/department-wide goals. Action plans might include workshops, conferences, professional readings, observations, etc. Plans must not be conditional on the allocation of district funds for completion.
 - c. Responsibilities of each party:
 - (1) The plan needs to be practical and/or congruent with the limitations of budget and resources available.
 - (2) Once the professional development plan is accepted, the success of the plan is the responsibility of both the staff member and the supervisor.
6. Revised PDP – When a staff member transfers within the district, the PDP should be reviewed and revised, as necessary, at the beginning of the school year.
7. If a staff member is not returning the following school year, then a PDP is not required.

8. A non-experienced first-year staff member will have a modified PDP addressing district sponsored professional growth activities. An experienced first-year staff member will have a PDP developed jointly by the teacher and supervisor at the beginning of the school year.

F. Guidelines for Preparing Summary Statement Assessing Pupil Progress

1. Indicators of student progress as it relates to the overall program and the performance of individual teachers Pre K – 12 in the Cherry Hill School District will include but should not be limited to local testing, state and district standardized testing, and report card grades.
 - a. The annual performance report shall include a summary of available indicators of pupil progress and growth, their relevance to the effectiveness of the overall program, and to the performance of the individual teaching staff member.
 - b. Possible Indicators of Pupil Progress
 - Artifacts
 - Discipline Referrals: quantity and quality
 - Grade distributions
 - Newsletters and memos sent home
 - Student progress reports
 - Classroom Observation
 - Informal
 - Formal
 - Student and teacher work artifacts
 - Feedback given on student work
 - Grading criteria and results on specific assignments (rubrics)
 - Homework assignments, worksheets, and handouts
 - Lesson and unit plans
 - Student work sample A's, B's and D's
 - Test and quizzes
 - Student Achievement Data
 - District assessments
 - Portfolio
 - Standardized test scores (norm- and criterion referenced)
 - Other Sources
 - Co-curricular activities and course participation
 - Teacher's grade book

Appendix

- A. Classroom Teacher Observation Report
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CHERRY HILL PUBLIC SCHOOLS
Cherry Hill, New Jersey

CLASSROOM TEACHER OBSERVATION REPORT

Teacher:	Observer:
Grade/Subject:	School:
Pre-Conference Date:	Observation Date/Time:

The classroom observation report incorporates the teaching standards listed under each domain as well as the Principles of Learning.

Overview of Lesson:

Planning and Preparation

The teacher plans challenging and appropriate instructional goals/objectives incorporating the Principles of Learning and the Cherry Hill Standards.

The teacher demonstrates knowledge of curriculum, content, pedagogy and resources.

The teacher demonstrates knowledge of students.

The teacher effectively assesses student learning.

Areas of Strength:

Areas of Growth (Need for growth and/or growth shown):

Areas of Concern:

Classroom Environment

The teacher creates an environment of respect and rapport.

The teacher establishes a culture for learning.

The teacher manages classroom procedures effectively.

The teacher appropriately and proactively manages student behavior.

Areas of Strength:

Areas of Growth (Need for growth and/or growth shown):

Areas of Concern:

Instruction

The teacher communicates clearly and accurately.

The teacher promotes learning through accountable classroom talk.

The teacher engages students in varied experiences that meet diverse needs and promote social, emotional and academic growth.

The teacher demonstrates flexibility and responsiveness to students' needs.

Areas of Strength:

Areas of Growth (Need for growth and/or growth shown):

Areas of Concern:

Teacher Reflection:

Teacher Comments: _____ **Yes** _____ **No**

Conference Date:

Teacher's Signature _____ Supervisor's Signature _____

Date: _____

C: Human Resources, Principal, Assistant Principal, and Teacher

CHERRY HILL PUBLIC SCHOOLS
Cherry Hill, New Jersey

ANNUAL PERFORMANCE REPORT
TENURED CLASSROOM TEACHER

CLASSROOM TEACHER:	
Grade or Area:	School:
Years in Cherry Hill:	Years in Teaching:

Annual Summary Conference Date

Completed by May 15th (Submitted by June 15th)

_____ **Classroom Teacher's Signature** **Date**

_____ **Principal's Signature** **Date**

_____ **Supervisor's Signature** **Date**

_____ **Teacher Comments Attached (Check if yes)**

List of Observations:

_____	_____
1 st Submitted by April 30 th	
_____	_____
_____	_____

Cherry Hill Public Schools
Annual Performance Report (Tenured and Non-Tenured)

- * First year teachers are working towards this indicator but mastery is not expected.
- ** First and second year teachers are working towards this indicator but mastery is not expected.

Planning and Preparation

The teacher plans challenging and appropriate instructional goals/objectives incorporating the Principles of Learning and the Cherry Hill Standards.

- Learning activities are developed from essential questions with the final assessment in mind. *
- The teacher can articulate how instructional goals create academic rigor, socialize intelligence and relate to the Cherry Hill Essential Curriculum. *
- The teacher creates opportunities for students to develop and demonstrate ethical and responsible behavior.

The teacher demonstrates knowledge of curriculum, content, pedagogy and resources.

- The teacher conveys high expectations for student achievement by planning rigorous instructional goals and activities.
- The teacher's plans and practices reflect an understanding of the content of the discipline and relationships among concepts and topics.
- The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several disciplines. *
- The teacher evaluates and selects teaching resources for accuracy, comprehensiveness, and usefulness to enhance instruction and support student learning.
- The teacher uses technology to enhance teaching and learning.

The teacher demonstrates knowledge of students.

- The teacher displays understanding of developmental characteristics as well as the skills and knowledge of each student.
- The teacher's plans take into account varying learning styles of individual students or groups through differentiated instruction. **

The teacher effectively assesses student learning.

- Assessment tools are fair, credible, and aligned with the Cherry Hill Standards and Essential Curriculum.
 - The assessment criteria and standards have been clearly communicated to students (for example, through coaching rubrics, scoring rubrics, models of student work, etc.).
 - The teacher offers students opportunities for self-assessment and reassessment to monitor and manage the quality of their learning.
 - The teacher creates, selects, and utilizes a variety of formative and summative assessments that provide information about student learning and inform instructional decisions.
-

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Unit plans, Assessments, Rubrics, Student Data Collection

Areas of Strength:

Areas of Growth:

Areas of Concern:

Classroom Environment

The teacher creates an environment of respect and rapport.

- The teacher demonstrates genuine caring and respect for individual students.
- The teacher creates a positive classroom climate that is socially, emotionally and physically safe.
- The teacher communicates in ways that demonstrate sensitivity to cultural, gender, and linguistic differences.

The teacher establishes a culture for learning.

- The teacher demonstrates enthusiasm for the subject and conveys its importance to students.
- The teacher communicates to all students that they are already competent learners and are able to become even better through their persistent use of strategies and by reflecting on their efforts. (Socializing Intelligence)
- The teacher creates a learning community of mutual respect, in which students participate in decision-making and work collaboratively.
- The teacher recognizes accomplishment by celebrating individual student work (for example, through classroom and hallway displays, publications, verbal and written feedback, etc.). (Recognition of Accomplishment)

The teacher manages classroom procedures effectively.

- Tasks and materials are organized and managed so students are engaged and productive.
- Transitions occur smoothly with minimal loss of instructional time.

The teacher appropriately and proactively manages student behavior.

- Standards of conduct are clear to all students.
- The teacher is consistently alert to student behavior.

- The teacher’s response to misbehavior is appropriate, consistent, and respectful of students’ dignity.

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Classroom Code of Contact

Areas of Strength:

Areas of Growth:

Areas of Concern:

Instruction

The teacher communicates clearly and accurately.

- The teacher’s objectives, directions, procedures, and expectations are made clear to students.
- The teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age, abilities, and interests.
- The Cherry Hill Standards and Benchmarks are clearly expressed to students.
- Feedback to students is meaningful and provided in a timely manner.

The teacher promotes learning through accountable classroom talk.

- The teacher develops in students the skills of Accountable Talk.
- The teacher uses instructional strategies, such as questioning and discussion techniques, to engage all students and foster inquiry. *

The teacher engages students in varied experiences that meet diverse needs and promote social, emotional and academic growth.

- Content is appropriate and captures key ideas that link with students’ prior knowledge and experience.
- The teacher engages students in purposeful, challenging, learning activities that help them use higher order thinking skills.
- The teacher creates learning experiences that make subject matter meaningful for students, for example, by encouraging students to pursue their own interests and inquiries and by helping students connect their learning to personal goals and real-life situations.
- The teacher provides opportunities for students to generate essential questions and to initiate or adapt activities and projects to enhance understanding. *
- Instructional groups are created to meet the goals of a lesson.
- The lesson has a clearly defined structure including a meaningful introduction and closing activity.

- Additional instruction and learning time is provided to support students in meeting the standards.

The teacher demonstrates flexibility and responsiveness to students' needs.

- The teacher accommodates students' questions or interests and takes advantage of "teachable moments."
- The teacher persists in seeking effective approaches for all students by using a repertoire of strategies, including reassessment. *

Evidence/Artifacts: A least one piece of evidence/artifacts from this domain will be agreed upon between teacher and supervisor (this could vary from school to school)

Ex: Student work with rubric, Interdisciplinary Unit

Areas of Strength:

Areas of Growth:

Areas of Concern:

Professional Responsibility

The teacher communicates clearly and accurately.

- The teacher's objectives, directions, procedures, and expectations are made clear to students.
- The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age, abilities, and interests.
- The Cherry Hill Standards and Benchmarks are clearly expressed to students.
- Feedback to students is meaningful and provided in a timely manner.

The teacher promotes learning through accountable classroom talk.

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Ex: Parent Contact Evidence, School and/or District activities, Grade book.

Areas of Strength:

Areas of Growth:

Areas of Concern:

Pupil Progress:

Professional Development Plan:

Cherry Hill Public Schools
Collaborative Plan

Title of the Project:		
Team Participants:		
Building:	Subject:	
Goal:		
	Year 1	Year 2
Methods/Strategies:		
Data Sources:		
Resources/Support Needed:		

Mid-Year Review Date: _____ Additional Review Dates: _____

Team Signatures: _____

Supervisor/Principal Signature: _____ Date: _____

The Collaborative Plan

These are examples of collaborative plans developed by district staff member teams that lead to changes in classroom practice throughout the district.

Elementary Level Example

Participants:

1 Year Plan

Building:

Goal: To investigate and implement differentiated instruction in order to improve student achievement for all students in Language Arts.

Methods/Strategies:

- Review current literature on differentiated instruction
- Develop a reading club to meet once a month to discuss important chapters and how they affect our teaching and our students' learning
- Re-visit existing unit plans to look for ways to better design instruction to meet the needs of different learners
- Peer-Observation (Once a marking period)
- Interview students to assess level of challenge/support
- Review student work in "critical friends" setting

Examples of Data Sources:

- Unit Plans: demonstration of revision
- Samples of student work
- Assessment Data
- Journal: reflections on readings, group discussions, and peer observations
- Student interviews
- Classroom Observations

Resources/Support:

- Carol Ann Tomlinson's How to Differentiate Instruction in Mixed-Ability Classrooms
- Read Marzano, et al. A Handbook for Classroom Instruction that Works
- Administration
- Colleague Teacher
- Class coverage to observe peers (30 minutes per marking period)
- Any additional time available for group reflection/discussion

Middle School Example

Name-Advisory

1 year plan

Grade 6-8

Subject Character Education

Participants-Middle School Team

GOALS:

- To provide middle school children with a daily opportunity to meet with a trained adult to address current life experiences and other possible concerns
- To promote student-teacher and student-student relationships
- To address general self-esteem and confidence beliefs
- To provide social exchange and peer recognition in a safe environment
- To help every student find ways to be successful within the academic and social options the school provides
- To promote communication and coordination between home and school

METHODS/STRATEGIES

- Review current literature on middle school best practices
- Review correlation between advisory research and Cherry Hill Life Standards
- Review correlation between advisory research and Information Literacy standards
- Inter-district observations
- Development of the roles of the advisor
- Student input
- Review of developmental continuum

EXAMPLES OF DATA SOURCES

- Development of resource book for each middle school
- Student journals—reflections
- Assessment data-student and parent surveys
- Self assessments and reports
- Pupil reporting system for quarterly assessments
- Disciplinary reports data
- Classroom observations
- Scope and sequence of the advisory program

RESOURCES

- Putbrese (1989). Advisory programs at the middle level-students' response. NASSP Bulletin, 73 (514), 11-115
- Simmons, L. & Klarich, J. (1989). The advisory curriculum: Why and how. NELMS Journal, 2(2), 12-13
- Ziegler, S. & Mulhall, L. (1994). Establishing and evaluating a successful advisory program in a middle school. Middle School Journal, 25(4), 42-46
- NMSA, This We Believe
- Counsel Center
- MYP Coordinator
- Area of Interaction Leader
- Peer sharing/feedback/support

High School Example

NAME: Enriched Algebra
Grade 9-12
Subject Math

2 year plan

GOAL: To create math instruction through infusion of technology, higher order thinking skills and problem solving.

METHODS/STRATEGIES

- Review current literature
- Research the current implementation of technology into mathematics instruction.
- Development of math labs
- Curriculum mapping in the development of unit plans
- Peer observations
- Review student work in “critical friends” settings

EXAMPLES OF DATA SOURCES

- Unit plans: demonstration of revision
- Samples of student work
- Classroom observations
- Assessment data
- Peer feedback/sharing
- Student interviews

RESOURCES

- Review/study of NCTM standards
- Review/study of TIMSS report
- Administration
- Department Facilitator
- Math department
- Class coverage to observe peers/students
- Any additional time available for group reflection/discussion