

**Sussex County Charter School for Technology**  
**TEACHER EVALUATION SYSTEM**  
**SY 2011-2012**

**Introduction**

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 The Sussex County Charter School for Technology's 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. Description of Teacher Evaluation System**

The Sussex County Charter School for Technology believes that the effective evaluation of its teaching staff is essential to the achievement of the educational goals of the school, including student achievement of the New Jersey Core Curriculum Content Standards as well as teacher achievement of the New Jersey Professional Standards for Teachers. The purpose of teacher evaluation is to promote professional excellence and promote lifelong learning as well as to improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance to inform continued employment and tenure decisions. In addition, results of the evaluation process are used to plan professional development opportunities, help teachers create the yearly Professional Improvement Plan, and inform selection of teachers for specific roles or duties.

The administration encourages a positive working environment in which the professional growth that results from staff participation in the evaluation process is considered of major importance. Therefore, the evaluation instruments used are flexible and devised to identify needs, strengths and improvement objectives of each staff member.

For formal evaluations, the administration uses a clinical supervision model that includes a pre-observation conference, the formal observation and a post-observation conference. Criteria for evaluation must include but need not be limited to consideration of pupil progress, instructional skills, subject knowledge, professional conduct and growth, human relations skills, classroom management skills and lesson plans. These criteria are also apply to requirements for continuing education and are incorporated into each teacher's professional improvement plan for the following year.

Tenured teaching staff members are observed and evaluated formally at least once each year by properly certified persons. Non-tenured teaching staff members are observed and evaluated formally at least three times each year by properly certified district staff.

Aside from formal evaluations, teachers at the Sussex Charter School for Technology are also evaluated through a teacher-created classroom portfolio, walk-through observations, lesson plans, classroom assignments and rubrics, and completion of required professional development hours each year.

**Section 2. Evaluation Outcomes Tables**

Sussex County Charter School for Technology  
TEACHER EVALUATION RESULTS  
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Number of teachers meeting the district's criteria for acceptable performance	Number of teachers in district	Percent of teachers in district meeting these criteria
18	18	100%