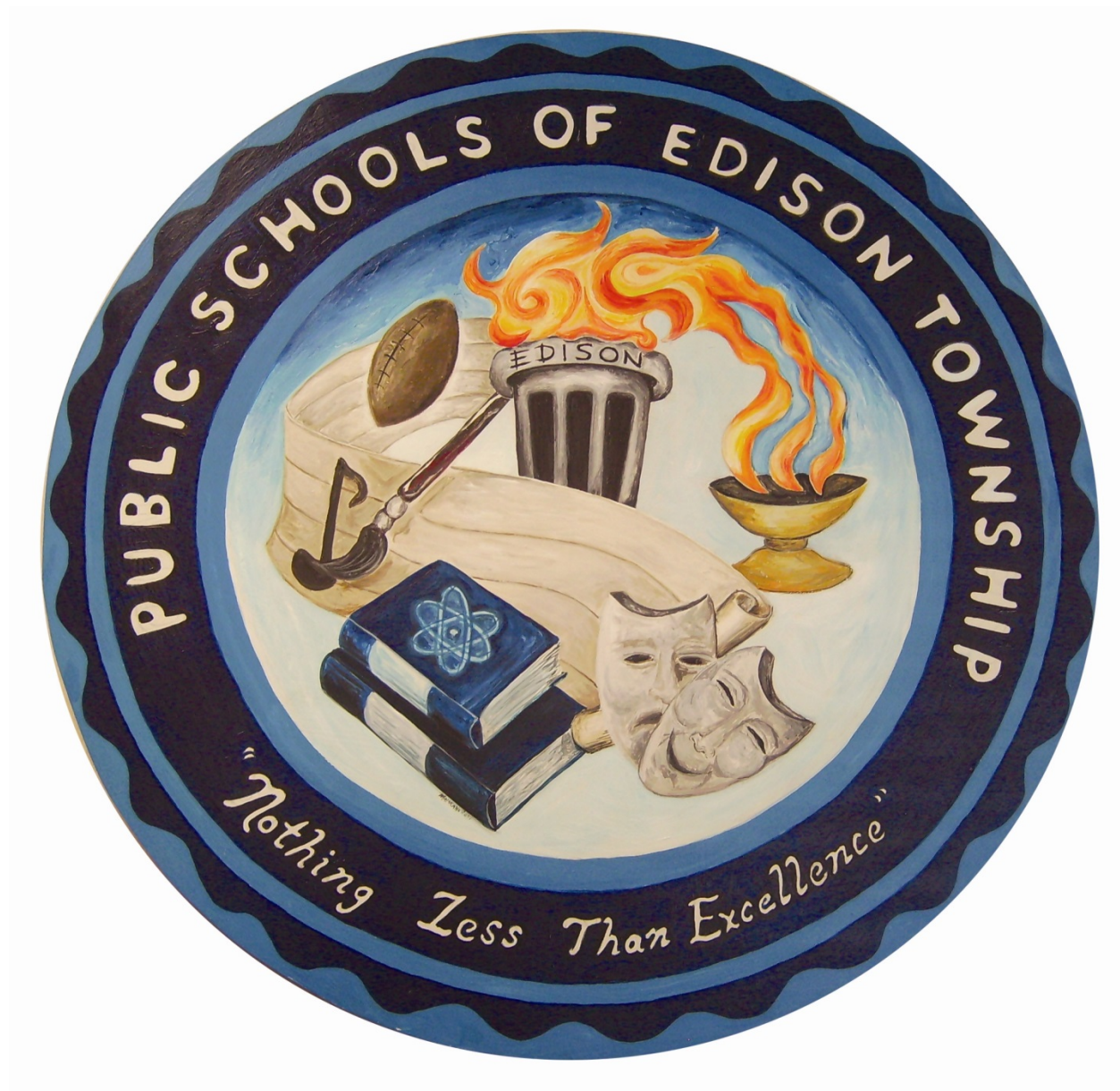# Public Schools of Edison Township

Teacher Evaluation Handbook
2022 – 2023

Public Schools of Edison Township
Teacher Evaluation Instrument Handbook
2019 - 2020

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Teacher Evaluation Instrument Handbook

An Introduction

The Edison Teacher Evaluation Instrument was developed by a committee of teachers and administrators who met throughout the 2016 – 2017 school year to develop a "home grown" evaluation system that would reflect what Edison values in teacher performance. The NJDOE set certain requirements through AchieveNJ for teacher evaluation and specifies that the instrument used must:

- Include domains of professional practice that align to NJ Professional Standards for Teachers
- Evidence or research-based
- Minimum of four levels of performance
- Assess teacher practice within the classroom with specific concrete performance indicators

The committee completed its task and developed the instrument rubric and received approval from the NJDOE to implement it for the 2017 – 2018 school year.

This handbook has been created as a resource for teachers and administrators. It contains:
- Detailed description of the instrument rubric
- The evaluation process for tenured and non-tenured teaching staff
- A Quick Start Guide for access to the evaluation components through the Genesis Employee Portal

The Appendix also includes an End of Year Teacher Reflection Form and the full Edison Teacher Evaluation Rubric.

Staff who wishes to learn more about NJDOE requirements for teacher evaluation should go to the NJDOE website under AchieveNJ (http://www.state.nj.us/education/AchieveNJ/)
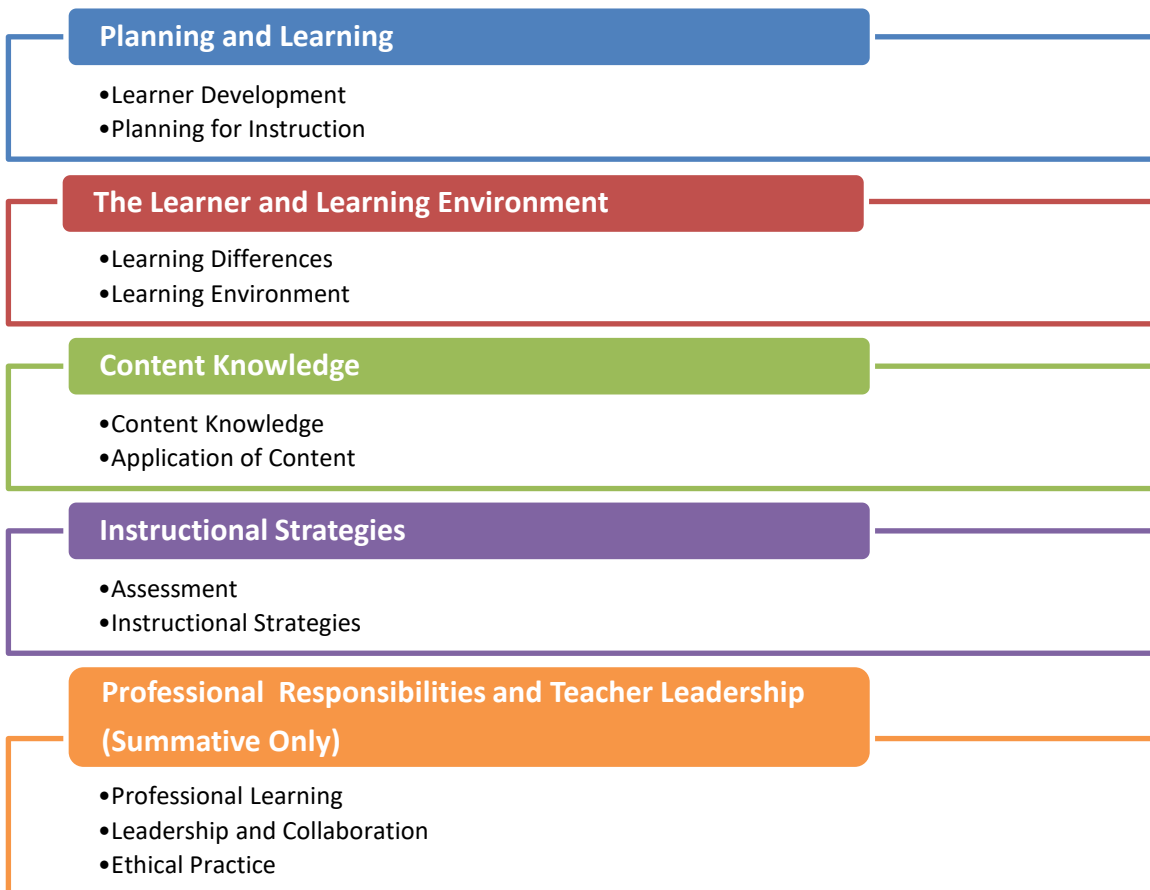
Overview of Edison Teacher Evaluation Instrument

The Edison Teacher Evaluation Instrument was designed to apply to all teaching staff, regardless of their length of service, grade level or content taught. It makes up the largest component of teachers' summative evaluations. While Student Growth Objectives (SGOs) are factored in for all teachers and NJDOE calculated Student Growth Percentile (mSGP) apply to teachers of certain grades and content, range as determined annually by the NJDOE.

The evaluation instrument rubric was designed to reflect the high expectations Edison has for teachers and students. There were several goals that were instrumental in the development of the specific wording for each item within the rubric.

- What a teacher does every day in their classroom is what makes a difference in the lives of their students. Therefore, there is an emphasis on classroom performance with wording selected to address, "Can I see it?" in all classroom observable attributes
- Teachers should be evaluated on practices that reflect what Edison values in its classrooms.
- The language must be clear, concise and unambiguous allowing for consistent understanding among administrators and teachers.
- There must be a clear distinction between indicators for performance levels (Ineffective, Partially Effective, Effective and Highly Effective) so teachers and administrators know what must be done to move to a higher level
- Highly effective should be achievable whether it is the first observation of the school year or in subsequent observations.
- The process must be user friendly with software that is easily understood and navigated.

Teachers will be evaluated based on the framework below:

Planning and Learning
- Learner Development
- Planning for Instruction

The Learner and Learning Environment
- Learning Differences
- Learning Environment

Content Knowledge
- Content Knowledge
- Application of Content

Instructional Strategies
- Assessment
- Instructional Strategies

Professional Responsibilities and Teacher Leadership (Summative Only)
- Professional Learning
- Leadership and Collaboration
- Ethical Practice

Measuring Teacher Performance

The Five Domains

The Edison Teacher Evaluation Instrument is organized into five domains. These are:

1. **Planning and Learning** – Teachers plan for successful instruction and learning while remaining cognizant of the many differences among students.
2. **The Learner and Learning Environment** – Students work in an inclusive learning environment that encourages positive rapport and collaboration enabling each learner to meet high standards.
3. **Content Knowledge** - Students receive instruction that align to NJ Student Learning Standards that engages them in critical thinking, creativity and collaborative problem solving opportunities.
4. **Instructional Strategies** – Teachers utilize multiple methods of assessment to engage students, measure their growth and develop a deep understanding of content requiring students to apply their knowledge.
5. **Professional Responsibility and Teacher Leadership** – The teacher demonstrates a commitment to their own professional growth, collaborating with colleagues, peers and the school community. This Domain is evaluated during the summative process and is reflective of the performance/activities from throughout the school year.

Organization of Attributes
Attributes describe the specific skills/activities expected within each domain. These are:

DOMAIN 1 - Planning and Learning
- Learner Development (NJ Standard 1)
    - o D1 - A. Plans lessons using knowledge of developmental characteristics of students (cognitive, linguistic, social, emotional, and physical).
    - o D1 - B. Designs and implements learning experiences for students to meet the intended outcomes.
- Planning for Instruction (NJ Standard 7)
    - o D1 - C. Aligns lesson within the appropriate sequence of approved curriculum.
    - o D1 - D. Uses data to plan for differentiation based on students' learning needs.
    - o D1 - E. Designs lessons using research based instructional strategies, resources and flexible groupings to support cognitive engagement and new learning.

DOMAIN 2 - The Learner and Learning Environment
- Learning Differences (NJ Standard 2)
    - o D2 - A. Demonstrates respect for student diversity within the learning environment.
    - o D2 - B. Demonstrates knowledge of and is responsive to students' diverse learning needs, styles and/or levels of readiness.
    - o D2 - C. Establishes high expectations for diverse student learners, their efforts, and quality of work.
- Learning Environment (NJ Standard 3)
    - o D2 - D. Establishes a classroom environment which supports positive rapport and social interactions by communicating, reinforcing and maintaining appropriate standards of student conduct.
    - o D2 - E. Creates positive individual and/or collaborative learning environments to support student learning and acquisition of related 21st Century Skills.
    - o D2 - F. Organizes and manages the learning environment to engage all learners.

DOMAIN 3 - Content Knowledge
- Content Knowledge (NJ Standard 4)
    - o D3 - A. Content of lesson is aligned with NJ Student Learning Standards and/or other appropriate content standards.
    - o D3 - B. Uses current and content appropriate pedagogy.
    - o D3 - C. Conveys content accurately allowing students to learn, practice and master academic standards.
- Application of Content (NJ Standard 5)
    - o D3 - D. Content of lesson offers appropriate level of challenge for all students to make real world connections.
    - o D3 - E. Incorporates critical thinking, creativity and/or collaborative problem solving.
    - o D3 - F. Digital and/or interactive technology is used to support the learning objective.

DOMAIN 4 - Instructional Strategies
- Assessment (NJ Standard 6)
    - o D4 - A. Utilizes multiple methods of assessments to guide instruction.
    - o D4 - B. Provides feedback to students.
    - o D4 - C. Engages all learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
- Instructional Strategies (NJ Standard 8)
    - o D4 - D. Implements strategies to develop literacy and/or communication skills including academic vocabulary.
    - o D4 - E. Engages students using higher level questioning techniques.

DOMAIN 5 - Professional Responsibility and Teacher Leadership (Summative Only)
- Professional Learning(NJ Standard 9)
    - o D5 - A. Uses self-assessment and problem solving strategies to analyze and reflect on his/her practice to impact student learning.
    - o D5 - B. Plans and engages in professional learning that is aligned with personal and/or school/district goals.
- Leadership and Collaboration (NJ Standard 10)
    - o D5 - C. Promotes a positive school climate by supporting the mission and vision of school and district.
    - o D5 - D. Engages with family and community in a manner that is culturally responsive.
    - o D5 - E. Collaborates with colleagues to support learner development and achievement.
- Ethical Practices (NJ Standard 11)
    - o D5 - F. Acts in accordance with school and district regulations and demonstrates moral and ethical behavior.
    - o D5 – G Is reliable and meets routine responsibilities consistently.

Indicators for Performance

Performance Indicators or Levels describe what the practice in each attribute would look like in one lesson at each of four levels of performance. While they vary by specific attribute, generally speaking the distinctions are as follows:

Highly Effective: Consistently defines high expectations for quality of work and effort, often provides exemplars and rubrics which effectively support students to set high expectations for themselves.
Effective: Consistently defines high expectations for the quality of student work and the effort required to produce it; often provides exemplars and rubrics.
Partially Effective: May state high expectations for quality of work and effort, but provided few exemplars/rubrics, and/or other supports to allow for student understanding of those expectations.
Ineffective: Does not establish high expectations around quality of work/effort and/or offers few supports for students to produce quality work.

Domain 5, Professional Responsibility and Teacher Leadership, uses the same for levels of performance but the Indicators refer to activities that occurred throughout the school year.

Domain and Attribute Details

The Edison Teacher Evaluation Instrument is directly tied to the NJ Professional Standards for Teachers. The information printed below describes the Performances, Essential Knowledge and Critical Dispositions for each Standard.

Domain 1: Planning and Learning
Learner Development (D1A and D1B – NJ Standard 1)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances:
- The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development

Essential Knowledge:
- The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions
- The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- The teacher takes responsibility for promoting learners' growth and development.
- The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Planning for Instruction (D1-C, D1-D and D1-F - NJ Standard 7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

- The teacher understands content and content standards and how these are organized in the curriculum.
- The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. (to align with NJ special education priorities)
- The teacher knows when and how to adjust plans based on assessment information and learner responses.
- The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

- The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Domain 2 – The Learner and Learning Environment
Learning Differences (D2-A, D2-B and D2-C – NJ Standard 2)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances
- The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and   implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology.

Essential Knowledge
- The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities.
- The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions
- The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- The teacher makes learners feel valued and helps them learn to value each other.
- The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

Learning Environments (D2-D, D2-E and D2-F – NJ Standard 3)
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Performances
- The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge
- The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.
- The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

Critical Dispositions
- The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- The teacher seeks to foster respectful communication among all members of the learning community.

Domain 3: Content Knowledge

Content Knowledge (D3-A, D3-B, and D3-C – NJ Standard 4)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

- The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

Essential Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
- The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
- The teacher understands that literacy skills and processes are applicable in all content areas and helps students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing.
- The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

Critical Dispositions

- The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

- The teacher is committed to work toward each learner's mastery of disciplinary content and skills.
- The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

Application of Content (D3-D, D3-E and D3-F – NJ Standard 5)
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Performances
- The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- The teacher develops and implements supports for learner literacy development across content areas.

Essential Knowledge
- The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- The teacher understands creative thinking processes and how to engage learners in producing original work.
- The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions
- The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

- The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

Domain 4: Instructional Strategies

Assessment (D4-A, D4-B and D4-C – NJ Standard 6)

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances
- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge
- The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- The teacher knows when and how to evaluate and report learner progress against standards.
- The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions
- The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.
- The teacher takes responsibility for aligning instruction and assessment with learning goals.

- The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Instructional Strategies (D4-D, D4-E – NJ Standard 8

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances
- The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge
- The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions
- The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

- The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Domain 5: Professional Responsibility and Teacher Leadership (Summative Only)
Professional Learning (D5-A, D5-B – NJ Standard 9)
The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Performances
- The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.

Essential Knowledge
- The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities

Critical Dispositions
- The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Leadership and Collaboration (D5-C, D5-D and D5-E – NJ Standard 10)
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances
- The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- The teacher uses and generates meaningful research on education issues and policies.
- The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- The teacher advocates meeting the needs of learners, to strengthen the learning environment, and to enact system change.
- The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession

Essential Knowledge
- The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions
- The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- The teacher takes responsibility for contributing to and advancing the profession.
- The teacher embraces the challenge of continuous improvement and change.

Ethical Practices (D5-F, D5-G – NJ Standard 11)
Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Performances
- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.
- The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment.
- The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice.
- The teacher maintains professional relationships with students and colleagues.
- The teacher provides access to various points of view without deliberate distortion of subject matter.
- The teacher fosters and maintains a school environment which protects students
- from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

Essential Knowledge
- The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, responding to harassment, intimidation, bullying and suicide.
- The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective

Critical Dispositions
- The teacher recognizes that an educator's actions reflect on the status and substance of the profession.
- The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust.
- The teacher recognizes, respects and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.
- The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

The Evaluation Process

Teacher Observation Guidelines for 2022 – 2023
Edison Teacher Evaluation Instrument Domains:
> 1. Domain 1: Planning and Learning
> 2. Domain 2: The Learner and Learning Environment
> 3. Domain 3: Content Knowledge
> 4. Domain 4: Instructional Strategies
> 5. Domain 5: Professional Responsibilities and Teacher Leadership (*This Domain will be completed as part of the Summative Evaluation ONLY as it reflects teacher performance for the entire school year.*)

Teacher Tracks	Minimum Observations (at least 20 minutes each)	Multiple Observers
Non Tenured	3 observations	Required
Tenured	2 observations	Recommended
Additional notes on observations:		

Additional notes on observations:
- Announced vs. Unannounced: Within the minimum requirements, all teachers must have at least one unannounced and one announced observation with a pre-conference.
- The unannounced observation may occur in any cycle. Non-tenured teachers present for less than 40% total school days in an academic year: A minimum of 2 observations are required.
- Post-conferences: Post-conferences between teachers and their supervisors are required following each observation. These conferences must all be face-to-face for non-tenured teachers and at least one must be face-to-face for tenured teachers.
- Teachers on a state required **Corrective Action Plan** are required to have one additional observation and multiple observers.

As required by the NJDOE, all administrators "*must participate in two "co-observations" (also known as double-scored observations) throughout the year."* Only the primary observer needs to input into the Evaluation system following the co-observation. The Principal in each building should record the co-observation in the Genesis Evaluation System. This information may be requested at the end of the year by the Chief Academic Officer and/or Assistant Superintendent should the District need to provide evidence of satisfying the requirement to the NJDOE.

Observations MUST be a minimum of 20 minutes and can be NO LONGER than a period. One observation must be announced and requires a pre-conference. The remaining observations are unannounced. ALL observations require a post-conference

Walk-Throughs –These are informal, non-evaluative and should be 10 minutes or less. Administrators and Supervisors should provide brief feedback, verbal or via email/handwritten note, to teachers afterwards.

Observation Cycles
Edison observations are scheduled in three cycles or "windows." The cycles for 2022 – 2023 are:
- Cycle 1: September 20 through November 30
- Cycle 2: December 1 through February 3
- Cycle 3: February 6 through March 17 (Non Tenured) through April 10 (Tenured)
- Summative Evaluations must be completed by April 14, 2023 for Non Tenured Teaching Staff and by April 28, 2023 for Tenured Staff.

Pre-Observation Conference
- The announced observation must have a Pre-Observation Conference.

Non Tenured Teachers (Years 1 – 4) - Observed once in each of the three cycles
- 3 Long Observations: Principal/Assistant Principal or Supervisor should see the teacher at least once.
- The administrator completing the summative must observe the teacher at least once during the year.
- Comments may be included in any section, but are **required** in any Attribute in which the teacher is rated as **Ineffective or Partially Effective.**

Tenured Teachers – Observed in TWO of the three cycles
- 2 Observations: One observation will be announced and the other will be unannounced. Comments may be included in any section, but are **required** in any attribute in which the teacher is rated as **Ineffective or Partially Effective.**

Long Term Substitutes (LTS)
The NJDOE states *"Long-term substitutes under contract in the district who are currently working toward earning tenure or may soon be working toward earning tenure in the district should be evaluated in the same way all contract teachers are evaluated in that district."* Edison's LTSs do NOT earn tenure therefore, while we will observe and evaluate our LTS in a manner similar to our tenure track teachers, we will exercise the following flexibility.

- Full Year LTSs (hired by Sept 30, 2022 and working through June 20, 2023) must have three observations throughout the year.   The first must be announced. **The LTS must also have a summative evaluation. In order to receive a Final Summative rating for state reporting purposes, the LTS must also have the SGO component score.**
- 5 to 9 months: LTS must have a minimum of two observations. I**f** their contract goes through the end of the school year, a summative must also be done.
- Up to 5 months: LTS will have 1 observation PLUS Summative **if** their contract goes through June 30th

Post Observation Conferences
- A conference must be held following every observation. Teachers should be provided with 5 days to review the observation report prior to the conference (3 days in the case of supervisors who are only in a school building 1 day per week)
- Conferences should be a conversation of what was observed, both the positive and areas in need of improvement or in which growth can occur.
- Ratings are based on what the evaluator observes during the time they are in the classroom. While teachers may upload documents which show practices that may not have been observable during a particular lesson, evaluators are not required to make adjustments in their scoring. Evaluators may make adjustments if in their judgment the documents support a different rating than the original score.
- Both the teacher and the evaluator must provide an electronic signature acknowledging the review of the observation report as outlined in the teacher contract.
- Should the teacher choose to file an addendum to their observation report, they must do so through the Genesis Evaluation System within 10 days following the post-conference.

Summative Evaluations

Final/Summative Evaluations for Non-Tenured teachers must be complete by April 14, 2020. Final/Summative Evaluations for Tenured teachers are due April 28, 2023.

Determining Attribute Summative Rating

The administrator assigned to complete a summative evaluation should review all observation reports in determining the final rating for each of the Edison Teacher Evaluation Rubric's 29 attributes. The final performance level selected by the administrator should be consistent with the performance levels from the classroom observation.

Summative Rating for Domain 5 – Professional Responsibilities and Teacher Leadership
- Teachers are encouraged to upload documents throughout the year. Teachers can also provide input for their rating by to submitting a brief reflection form, available in the Genesis Evaluation Employee Portal regarding the attributes within this Domain.
- The administrator assigned the summative evaluation will consider teacher submitted materials in addition to their own observations of the teacher's performance throughout the school year addressed within Domain 5.
- The ratings in these areas MUST be part of the Summative Evaluation Conference.

Determining the Teacher Practice Score

The performance levels in each of the 29 Attributes in the Summative are converted as follows:

Ineffective = 1   Partially Effective = 2   Effective = 3   Highly Effective = 4

The Teacher Practice Score which becomes part of the Summative Rating is the AVERAGE of the 29 Attribute scores.

Final Summative Rating as Reported to the NJDOE for the 2012 – 2023 School Year

SGP Teachers (4th and 8th Grade Language Arts and 4th through 7th grade Math Teachers)		Non SGP Teachers	
Teacher Practice Score	70%	Teacher Practice Score	85%
Student Growth Objective	25%	Student Growth Objective	15%
Student Growth Percentile	5%		

The NJDOE has set the following classifications for teachers based on their Final Summative Rating:
- Ineffective   1.0 – 1.84
- Partially Effective   1.85 – 2.64
- Effective   2.65 – 3.49
- Highly Effective   3.5 – 4.0

Student Growth Objectives

The following information on Student Growth Objectives (SGOs) is taken from the NJDOE publication "SGO Overview" as updated 5-17.

What are Student Growth Objectives (SGOs)?
SGOs are measures of student learning included in the evaluations of all teachers, principals and assistant/vice principals in New Jersey. Well-designed SGOs provide the following benefits:
- *For Students*: SGOs promote reflective and collaborative teaching practices, alignment and among standards, instruction and assessment, and improvements in student learning.
- *For Teachers:* SGOs provide a method by which teachers can improve their practice while clearly demonstrating their effectiveness through student progress.
- *For Principals/APs/VPs*: Administrators share in the SGO results of their teachers and can use the SGO process to help ensure each student receives the best possible education within their school.

SGO Requirements
SGOs must be:
- Specific and measureable academic goals that are aligned to state academic standards;
- Based on student growth and/or achievement using available student learning data;
- Developed by a teacher in consultation with his or her supervisor; and
- Approved by a teacher's supervisor.

The number of required SGOs varies depending upon the grade(s) and subject area(s) taught:\
- Teachers who receive a median Student Growth Percentile (mSGP) score must create **one** or **two** SGOs as determined by the district superintendent. *NOTE: The NJDOE recommends that all teachers set 2 SGOs, regardless of whether or not they receive an mSGP score.*
- Teachers who do not receive an mSGP score must create **two** SGOs.

SGOs account for a portion of every teacher's summative rating. For 2019 – 2020, the NJDOE has announced the following percentages in determining a teacher's summative rating:

Teachers without an mSGP set two SGOs		Teachers with an mSGP set one or two SGOs	
Teacher Practice Score	85%	Teacher Practice Score	70%
SGO	15%	SGO	25%
Summative Score	100%	mSGP	5%
		Summative Score	100%
NOTE: If two SGOs are created the results are averaged to determine the SGO used in the summative			

Key Steps and Timeline for the SGO Process
In setting SGOs, teachers should take the following steps:

Prior to the School Year – September: Choose or develop a quality assessment aligned to applicable standards

September – October: Determine students' starting points using multiple measures

By October 31: With supervisor input and approval, set ambitious yet achievable student learning goals.

October – SGO Due Date: Track progress and refine instruction accordingly

By February 15: Make adjustments to SGOs with administrators' approval.

By District Set Due Date of May 15, 2023: Review results and scores with your supervisor.

Important Points for SGO Development as Recommended by the NJDOE
High quality SGOs should be:
1. **Aligned to standards –** Increasing the quality of assessments give is critical in producing high quality SGOs.
2. **Grounded in data** – To have the greatest impact on student achievement, SGOs must be grounded in data and be driven by high expectations.
3. **Driven by high expectations for students** – The NJDOE has developed and SGO Quality Rating Rubric and a series of SGO Training Videos designed to assist teachers and supervisors in designing and executing high quality SGOs. These are available on the NJDOE website using the link at the bottom of this page.

Using Multiple Measures to Determine Student Starting Points
Using multiple measures of a student's starting point not only allows better targets to be set but provides useful information to help drive instruction. Information that a teacher typically gathers from students at the beginning of the year should be used to get a rough sense of their starting points.[1] This includes but is not limited to current grades and test scores, prior year grades and test scores and markers of future success such as homework completion class participation and academic independence, etc. Diagnostic pre-assessments, when utilized, provide maximum benefit to teachers and students when they are used in conjunction with other measures and in situations where they:
- Are used to evaluate a set of skills;
- Are high quality and vertically aligned; and
- Are normally used by the teacher for instructional purposes.

Accurately Assessing Student Learning
Assessments used to track progress on SGOs can be drawn from a wide range of options, including those developed locally by educators. In order to provide an accurate measure of what students have learned, all assessment tools, including portfolios and rubrics, should follow guidelines for sound assessment design. In brief, assessments should:
- Align to standards taught during the SGO instructional period;
- Be equally accessible to all students regardless of extra-curricular background knowledge, cultural knowledge and personal characteristics; and
- Be administered and scored accurately and consistently.

For More Information:
Please visit the NJDOE website for additional resources regarding SGOs.

http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml

STUDENT GROWTH OBJECTIVE FORM

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction

Standards, Rational and Assessment Method
Name the content standards covered, state the rational for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Preparedness Group	Information #1	Information #2	Information #3

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

Preparedness Group (e.g. 1, 2, 3)	Number of Students in Each Group	Target Score on SGO Assessment

Scoring Plan – State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Approval of Student Growth Objective
Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____   Signature _____   Date Submitted _____

Evaluator _____   Signature _____   Date Submitted _____

Results of Student Growth Objectives
Summative results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

Notes
Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference
Describe successes and challenges, lessons learned from SGO about teaching and student learning and steps to improve SGOs for next year.

Teacher _____   Signature _____   Date _____

Evaluator _____   Signature _____   Date _____

Example SGO Form and Completion Notes

Mr. Roosevelt's Example

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
Franklin Roosevelt	Hyde Park High	10	US1	45	Early September-May 15th

Standards, Rationale, and Assessment Method
Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

One of the recurring themes of the US1 course is the emergence of the modern welfare state officially ushered in during the New Deal era. In this SGO students will write a research paper tracing the growth of the federal government, drawing on aspects learned throughout the year, making judgments as to its positive or negative influence on the United States of America.

In this SGO, students will display their content knowledge, as well as their ability to develop a well-designed argumentative short research paper.

This SGO will assess the following common core social studies grades 9 and 10 standards:

9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

In addition, this SGO will assess students understanding of the changing nature of the relationship between the federal government, the states and the American people as the federal government began to take on more and more ownership of the welfare of the ordinary American citizen. This concept is addressed in the following social studies core curriculum content standards.

6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments

6.1.12.A.5.a: Relate industrial growth to the need for social and governmental reforms.

6.1.12.A.5.b: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.10.c: Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

6.1.12.C.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.C.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

6.1.12.D.10.b: Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Starting points will be determined by the following items: First, a diagnostic assessment in the form of two writing samples. The writing samples were assignments given early in the school year measuring skills they were to acquire during their ninth grade ELA class. Secondly, the markers of future success used are attendance and homework completion conducted through October 15th. Finally, student's freshmen year English grades were utilized.

Preparedness Group	Information #1	Information #2	Information #3
	Diagnostic Assessment in the form of their writing samples.	Markers of Future Success	Freshmen year's English grade
High	≥90% and above	6 points	≥90%
Middle	78-89%	4-5 points	78-89%
Low	≤77%	1-3 points	≤77%

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
High	7	≥93
Middle	22	84-92
Low	16	78-83

Scoring Plan
State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	≥93	≥90%	80-89%	70-79%	≤70%
Middle	84-92	≥90%	80-89%	70-79%	≤70%
Low	78-83	≥90%	80-89%	70-79%	≤70%

Approval of Student Growth Objective
Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____   Signature_____   Date Submitted_____

Evaluator _____   Signature _____   Date Approved _____

Results of Student Growth Objective
Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
High	6	3	.15	.45	3.13
Middle	20	4	.49	1.96	
Low	12	2	.36	.72	

Notes
Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Although no changes were made by the February 15th deadline, by tracking progress and refining instruction throughout, I was able to target some items that students particularly in the low preparedness group, were struggling with and adapt their instruction and assessing on these skills raising his classes' overall achievement.

Review SGO at Annual Conference
Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

The greatest success from this year's SGO occurred while I was tracking progress. During the unit on Progressivism, assessment data showed many of my students having trouble grasping the concepts of laws and their relationship to the benefit of the social welfare of the people. In addition, from the first writing sample throughout much of the year this group struggled with the causational relationship of some laws and events to others (CCSS.ELA-LITERACY.RH.9-10.3). Because of the data revealing this, I was able to adjust my instruction and content analysis accordingly.

Teacher _____ Signature _____ Date _____

Evaluator _____ Signature _____ Date _____

Student Growth Percentile

Teachers of Language Arts Literacy and Mathematics in certain grade levels are assigned a Student Growth Percentile (the average of the students in their class mSGP). This is calculated by the NJDOE.

New Jersey measures growth for an individual student by comparing the change in his or her achievement on the state standardized assessment from one year to the student's "academic peers" (all other students in the state who had similar historical test results). This comparative change in achievement is reported on a 1 to 99 scale.

Qualifying educators (of 4th-8th grade Language Arts and 4th-7th grade Math assessed by the state test) are assigned the median SGP (mSGP) score of all of qualifying students based on information submitted by the district. Starting with 2014-15, educators who qualify to receive the mSGP score as one element of their evaluation will earn that score based on
> a) the most recent year or,
> b) the median of the previous three years combined

whichever is most advantageous to the educator.

For mSGP to be part of a teacher's evaluation, the teacher must be:
- Assigned to a 4th-8th-grade Language Arts or 4th-7th grade Math course for 60% or more of the year prior to the date on which the state test was administered, and
- Assigned 20 unique students by the district through the Course Roster Submission during the school year of the evaluation, or the combination of up to two previous years plus the current year.
- These students must be enrolled for 70% or more of the course duration prior to the administration of the test.

mSGPs are one of several measures used to examine the work of educators under AchieveNJ. In 2022-2023, the mSGP counts for 5% of all qualifying educators' evaluations. To calculate a final evaluation score, mSGPs are converted to a 1.0 - 4.0 score according to the Median Student Growth Percentile Conversion Chart, then weighted and included along with the other components of evaluation. See the Evaluation Scoring Web Page for more information.

Professional Development Plans

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates, are required to have an individual professional development plan, as specified in the TEACHNJ Act and *N.J.A.C.* 6A:9-15. Plans must be reviewed annually. In addition, all active teachers must complete, at minimum, 20 professional development hours annually. However, a teacher's individual PDP goals may necessitate more than the minimum requirement of 20 hours. The 20-hour annual requirement may be pro-rated as necessary for teachers with less than a full-time assignment.   **PDPs will be entered by teachers and approved by their Principal/Assistant Principal/Supervisor through the Genesis Employee Portal.**

Creating the Individual Teacher PDP

The teacher and supervisor should work together to develop the PDP using the New Jersey Professional Standards for Teachers, New Jersey's Definition of Professional Development, and the New Jersey Standards for Professional Learning to identify strengths and challenges and related professional learning goals and activities, using multiple sources of evidence to inform the plan. The PDP should include identified areas for improvement and growth, specific professional learning activities to address these areas, timelines for completion, hours accrued, and reviews of progress. The PDP must specify, at a minimum:
* one area derived from the results of the teacher's most recent annual performance evaluation;
* one area aligned to the teacher's role as a member of a professional learning team, as appropriate; and
* one area aligned with school or district improvement goals, as appropriate.

Professional learning activities such as grant writing, mentoring a pre-service or novice teacher, facilitating a collaborative team, professional service on boards or committees, teaching a course, making presentations, or developing curriculum should be considered as part of the PDP when these activities align to PDP goals. As part of the 20-hour requirement, teachers must also fulfill any requirements for professional development stipulated elsewhere in statute or regulation (e.g., training on suicide prevention and dyslexia).

Step I. Areas Identified for Development of Professional Practice

Identify in priority order areas for development and growth based on the teacher's most recent summative evaluation, work as part of a collaborative team, school/district priorities, and any other information/evidence examined to inform this plan. Consider opportunities for the teacher to grow professionally by using his/her strengths and/or by taking leadership roles, as appropriate. For each area, explain the rationale and related sources of evidence for its inclusion.

Step II. Professional Learning Goals and Activities

Determine specific professional learning goals to address the areas identified for development in Section I. There may be more than one learning goal identified per area; some learning goals may address multiple areas. Next, describe one or more professional learning activities to address each goal. For each learning activity, consider follow-up activities, as appropriate, that will help the teacher deepen learning and/or apply the learning to practice (e.g., additional coaching, working with collaborative team). Next, estimate the number of hours the teacher is expected to receive upon completing both the initial and follow-up activities. Finally, indicate the required completion date.

Step III. District and School PDP Support

In the box, summarize the supports the school district and principal will provide to enable the teacher to implement this plan (N.J.A.C. 6A:9C-3.4(i) and 6A:9C-3.5(e)).

Step IV. PDP Progress Summary

Describe evidence of the teacher's progress on the PDP as discussed during a minimum of one annual conference between the teacher and supervisor. The supervisor and teacher together may also review the teacher's progress toward attainment of the PDP goals during the school year and revise the professional learning goals and/or activities if warranted by evidence of the teacher's progress or lack of progress. Append items of evidence to the PDP as necessary to document progress in addition to the information entered into this form.

Interim Review of PDP Progress
For each area identified for development of professional practice, determine and describe the teacher's interim progress, as well as any revisions made to the PDP. In addition, enter the sources of evidence that were reviewed and the date of each review.

Summative Review of PDP Progress (required)
For each area identified for development of professional practice, indicate if PDP expectations were met or not met as well as the sources of evidence that were reviewed. Finally, enter the summative review date. A new PDP will need to be created for the next annual planning cycle.

Individual Teacher Professional Development Plan (PDP) Template

District Name	School Name	Date
Teacher Name	**Assignment/Department/Grade Level**	**Rating & Date of Most Recent Summative Evaluation**
Supervisor Name	**Principal Name (if different)**	**Plan Begin/End Dates**

I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1		
2		
3		

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1					
2					

3				

III. District and School PDP Support

District/School Administrator Support Activities

My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.

Teacher Signature: _____ **Date:** _____

Supervisor Signature: _____ **Title:** _____ **Date:** _____

IV. PDP Progress Summary

Interim Review of PDP Progress (optional)

Area No.	Demonstrated Progress	Sources of Evidence	PDP Revisions (if applicable)	Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the <u>Interim Review of PDP Progress</u> and that I understand its contents:

Staff Member's Signature: _____   Date: _____

Summative Review of PDP Progress (required)

Area No.	Professional Learning Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Summative Review Date
1				
2				
3				

My signature below indicates that I have reviewed the information recorded in the <u>Summative Review of PDP Progress</u> and that I understand its contents:

Staff Member's Signature: _____   Date: _____

USING THE GENESIS STAFF PORTAL
QUICKSTART GUIDE

Process Overview

Teacher evaluations will be completed through the new Genesis Employee Portal. The general process for evaluations will be as follows:

- Principals assign observations for their teachers within the three Observation Cycles
- All teachers have a Genesis Employee Portal account **which is separate from the student information account.** Once logged on to their Employee Portal, teachers will see an "Employee Panel," showing the Cycles in which they will be observed and the administrator assigned to the observation.
- Prior to the announced observation, teachers receive an email scheduling their Pre-Observation Conference. The conference date and time is also be viewable on the Employee Panel
- Administrators make the completed rubric viewable to the teacher and schedule the post-observation conference. Teachers receive an email with the date and time.
- Teachers have the ability to upload supporting documents to a Document Log within Genesis.
- Following the post-conference teachers sign electronically and release it and then administrators do the same.
- Teachers have the ability to add a written addendum to the observation for the required contractual number of days (10).

Setting up your Employee Portal

There are some basic steps you need to take to access the Employee Portal.
1. Use the link or type the following in your browser   portal.schoolfi.com/edison
2. Log in using the same credentials you use for your Student Genesis Access.
   a. User Name – Your email address
   b. The Password you use for the email account
   c. First step you must take is to **Setup Your Signature**
   d. You can change your preference for your starting screen after setting up your signature PIN. Click on the following link for instructions on how to do that. **Choose Your Starting Screen**
3. **YOU WILL NOT BE ABLE TO CHANGE YOUR EMPLOYEE PORTAL PASSWORD. YOU MUST USE THE ONE USED FOR YOUR EMAIL ACCOUNT**

Setting Up Your Signature

- If you do not see the screen below, select the "Security" tab at the upper right of your screen. Before working with the rest of the system, you must set up your signature.
- Once you are on the Security screen, find the "Signature Setup" area in the center of the screen:
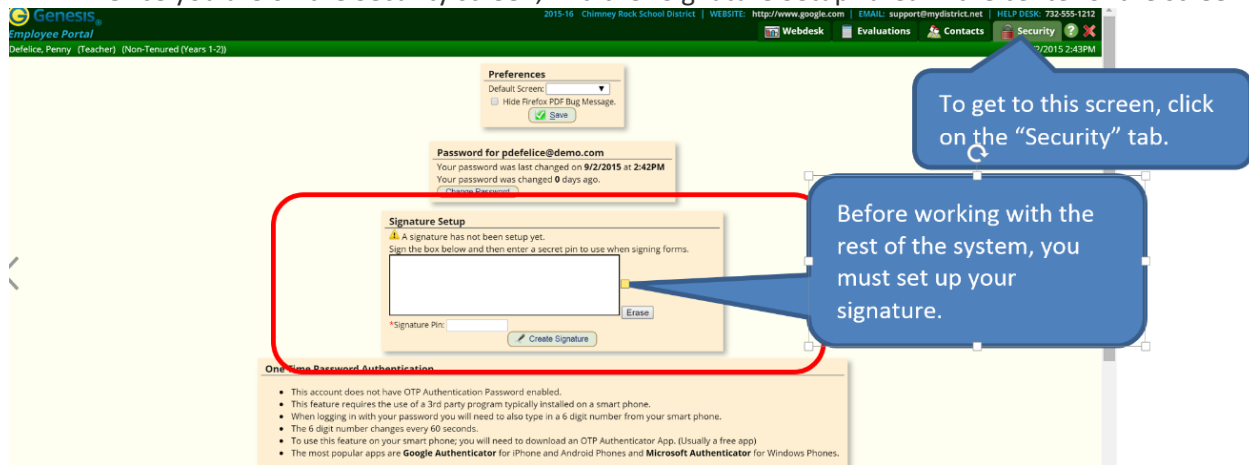
Find the "Signature Setup" area in the center of the screen and follow the directions. Moving your cursor with your keypad, sign your first and last names as best you can. You can erase a signature by selecting the Erase button and then start again. When you finish with your signature add a Signature Pin and then select "Create Signature"
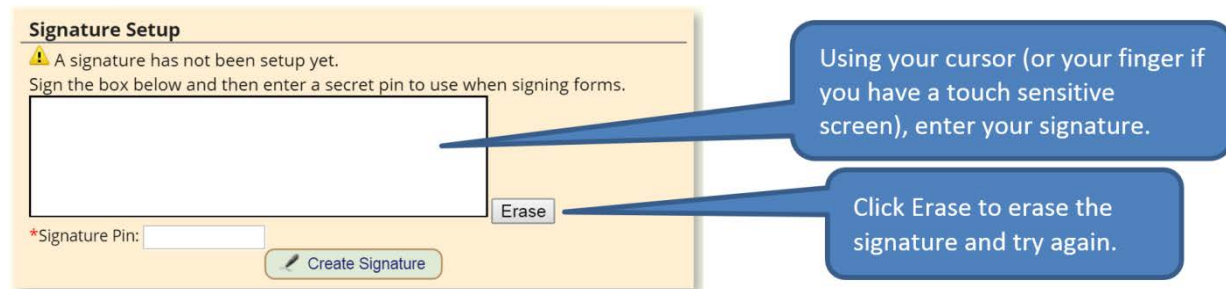
You will use the pin you select to "sign" your evaluations. **SELECT A PIN WHICH YOU CAN REMEMBER. THE DISTRICT DOES NOT HAVE ACCESS TO YOUR PIN IF YOU FORGET WHAT IT IS.**

Employee Panel
After accessing your Employee Portal, you will be able to see all activity related to your evaluations by first selecting the My Evaluations Tab, and then the Observation Tab
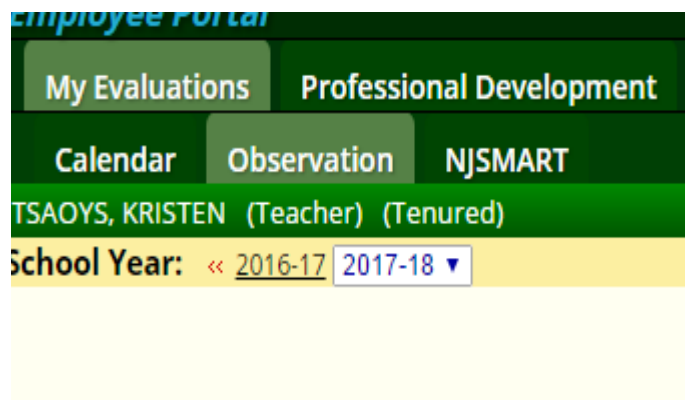
Your Employee Panel shows the status of your observations, including the observer assigned to you and Cycle in which you are scheduled to be observed. The screen will change as the year progresses and Conferences are scheduled and observations completed.

Uploading Documents to the Document Log
You can upload documents you wish to share with your evaluator at any time throughout the year. Starting from your Employee Panel, simply select the "View Documents" button that appears in the far right column under each observation. Once there, you simply attach the file.

Pre-Observation Conferences
One of your evaluations will be "announced" and requires a Pre-Observation Conference. Your observer may schedule the conference through their Genesis account and you will receive an email specifying the date and time AND both will appear in under the Pre-Conference column for that observation. Your observer may ask you to confirm your availibiltiy by a return email. Simply use your Edison email to do so. If there is a reason

you cannot make that date and time, for example you will be attending a PD Workshop, please email your observer as soon as possible so they can reschedule a time with you.

Observations

Announced – Like the Pre-Observation Conference, you will receive an email with the date and time of your observation and it will also appear on your Employee Panel. If you know in advance that you will not be in school on that day, advise your observer by a return email so that an alternate date can be selected.

Unannounced – You will not receive an email notice nor will a date appear on your Employee Panel. Your Observer will arrive in your class to conduct the observation.

Post Observation Conferences

You will receive an email notice of the date and time and these will appear on your Employee Panel. As with your Pre-Conference, your observer may ask you to confirm the meeting date and time by return email.

Oservation Report

The observer will release the Observation Report and the Rubric to you according to contractual terms prior to the Post Observation Conference.   Working from your Employee Panel, you may select View Rubric OR View Observation Short Form.

The Rubric:

DOMAIN 1 - Planning and Learning
Learning Development
Planning for Instruction

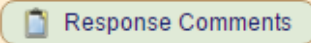|	Ineffective(1)	Partially Effective(2)	Effective(3)	Highly Effective(4)
D1-A Plans lessons using knowledge of developmental characteristics of students (cognitive, linguistic, social, emotional, and physical). Note 1.	Does not demonstrate knowledge of the developmental characteristics of students in planning.	Demonstrates some knowledge of the developmental characteristics of students in planning.	Demonstrates an accurate knowledge of the typical developmental characteristics of students in planning.	Demonstrates an accurate knowledge of the typical developmental characteristics of students, as well as exceptions to the general patterns in planning.
D1-B Designs and implements learning experiences for students to meet the intended outcomes. Note 1.	Designs and implements learning experiences which do not allow most students to progress toward meeting the intended outcome.	Designs and implements differentiated learning experiences which enable some, but not all, students to progress toward meeting intended outcomes.	Designs and implements differentiated learning experiences which enable all students to progress toward meeting intended outcomes.	Designs and implements differentiated, challenging and/or expanded learning experiences2 which enable all students to meet or exceed intended outcomes.
D1-C Aligns lesson within the appropriate sequence of approved curriculum.	Content of lesson plans is not appropriately sequenced.	Content of lesson plans is within the curriculum sequence but lacks clear connection to prior or future learning.	Content of lesson plans is within the curriculum sequence and clearly connects prior and future learning.	Content of lesson plans is within the curriculum sequence, clearly connects prior and future learning as well as challenges students to extend their learning to make cross-disciplinary connections and/or real world applications.

If you select the Rubric, it will appear as above.   The highlighted cells indicate the Performance Level selected by the Observer. The Short Form for the same report appears below.

The Short Form:

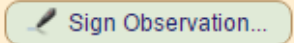| OBSERVATION REPORT – SHORT FORM – PLEASE REVIEW RUBRIC FOR DETAILS			
	Standard	**Attribute**	**Performance Level**
DOMAIN 1 - Planning and Learning	Learner Development (NJ Standard 1)	D1 - A. Plans lessons using knowledge of developmental characteristics of students (cognitive, linguistic, social, emotional, and physical).	Highly Effective
		D1 - B. Designs and implements learning experiences for students to meet the intended outcomes.	Effective
	Planning for Instruction (NJ Standard 7)	D1 - C. Aligns lesson within the appropriate sequence of approved curriculum	Highly Effective

Electronic Signature

Both you and the observer will sign using your electronic signature. You click on the "Sign Observation" button and you will be prompted to provide your signature PIN.

After providing your Signature Pin, both your signature and that of the observer will appear as below.

Response Comments

You may add Response Comments before or after you provide your signature. Click on the button and a text box will appear. Your comments will be viewable to the observer.

Summative Observations

Your Summative Evaluation will follow the same Genesis protocol as your classroom observations. The main difference is that your observer will be completing **DOMAIN 5 - Professional Responsibility and Teacher Leadership.** This Domain reflects your practices/behaviors for the school year. You should upload documents that support your activities related to these attributes throughout the school year. Your observer will complete the rubric, share it with you and schedule a Conference just as was done for your classroom observation. It will be released for signature when it is finalized.

Two signatures will be required for your Summative Report. You and your observer will enter your electronic signature. Additionally, your observer will print out a ONE PAGE summary including the performance levels for each of the 29 Attributes. Both teacher and observer will manually sign this form. A copy should be made for your own record. The original will be sent to Human Resources to be included as part of your Personnel File.

Genesis On-Line Help
You can access the Genesis On-Line Help screen by selecting the blue question mark icon in the upper right hand corner, to the right of the Security tab.

Once there you will find a menu of topics on the left side of the screen from which you can select. A word of CAUTION should you use this….Genesis has designed their Help as a generic system which all their clients can access. There are references in the Help area for processes or forms which Edison has chosen not to use, for example Pre-Conference Forms. You may speak with your supervisor or building administrator should you have questions about using the Genesis system. If they do not know the answer, they will try to get it for you. This system is new to all of us, so there will be a learning curve.

APPENDIX

DOMAIN 1 - Planning and Learning

Learner Development (NJ Standard 1)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D1 - A Plans lessons using knowledge of developmental characteristics of students (cognitive, linguistic, social, emotional, and physical).		Does not demonstrate knowledge of the developmental characteristics of students in planning.	Demonstrates some knowledge of the developmental characteristics of students in planning.	Demonstrates an accurate knowledge of the typical developmental characteristics of students in planning.	Demonstrates an accurate knowledge of the typical developmental characteristics of students, as well as exceptions to the general patterns in planning.
D1 - B Designs[1] and implements learning experiences for students to meet the intended outcomes.		Designs and implements learning experiences which do not allow most students to progress toward meeting the intended outcomes.	Designs and implements differentiated learning experiences which enable some, but not all, students to progress toward meeting intended outcomes.	Designs and implements differentiated learning experiences which enable all students to progress toward meeting intended outcomes.	Designs and implements differentiated, challenging and/or expanded learning experiences[2] which enable all students to meet or exceed intended outcomes.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
TEACHER EVALUATION INSTRUMENT

Planning for Instruction (NJ Standard 7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Attribute	NA	Ineffective	Partially Effective	Effective	Highly Effective
D1 - C Aligns lesson within the appropriate sequence of approved curriculum.		Content of lesson plans is not appropriately sequenced.	Content of lesson plans is within the curriculum sequence but lacks clear connection to prior or future learning.	Content of lesson plans is within the curriculum sequence and clearly connects prior and future learning.	Content of lesson plans is within the curriculum sequence, clearly connects prior and future learning as well as challenges students to extend their learning to make cross-disciplinary connections and/or real world applications.
D1 - D Uses data[3] to plan for differentiation[4] based on students' learning needs.		Uses general curriculum goals to plan instruction and learning tasks without consideration of data.	Uses relevant, whole class data to plan instruction with limited attention to individual students.	Uses multiple sources of relevant data to plan targeted, purposeful instruction that advances the learning of all students.	Uses multiple sources of relevant data to develop plans which allow for students to identify their own learning needs.
D1 - E Designs[1] lessons using research based instructional strategies, resources[5], and flexible groupings to support cognitive engagement and new learning.		Selects or designs resources and/or groupings which do not cognitively engage students and/or does not support new learning.	Selects or designs resources and/or groupings with limited cognitive student engagement and/or minimal support of new learning.	Selects or designs resources and/or flexible groupings which cognitively engage all students and/or clearly supports new learning.	Selects or designs resources and/or flexible groupings which cognitively engage students in real world, global and/or career connections that supports/extends new learning.

Domain 1: Comments	Domain 1: Recommendations

DOMAIN 2 - The Learner and Learning Environment
Learning Differences (NJ Standard 2)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Attribute	NA	Ineffective	Partially Effective	Effective	Highly Effective
D2 - A Demonstrates respect for student diversity[6] within the learning environment.		Does not establish a learning environment which is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment in which disrespectful behavior and students' cultural, social and/ or developmental differences is inconsistently addressed.	Maintains a learning environment which is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and/or developmental diversity to enrich learning opportunities.
D2 - B Demonstrates knowledge of and is responsive to students' diverse learning needs, styles[7] and/or levels of readiness.		Does not vary or modify instruction to meet students' diverse learning needs, styles and/or levels of readiness.	Varies or modifies instruction to meet diverse learning needs, styles and or readiness of *some* students.	Varies or modifies instruction to meet diverse learning needs, styles and/or readiness of *all* students.	Varies or modifies instruction to meet diverse learning needs, styles and/or readiness of all students as well as utilizes students' input to advance their own learning.

D2 - C Establishes high expectations for diverse student learners, their efforts, and quality of work.		Does not establish high expectations around quality of work/effort and/or offers few supports for students to produce quality work.	May state high expectations for quality of work and effort, but provides few exemplars/rubrics, and/or other supports to allow for student understanding of those expectations.	Consistently defines high expectations for the quality of student work and the effort required to produce it; often provides exemplars and rubrics.	Consistently defines high expectations for quality of work and effort, often provides exemplars and rubrics which effectively support students to set high expectations for themselves.

Learning Environments (NJ Standard 3)

The teacher creates environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Attribute	NA	Ineffective	Partially Effective	Effective	Highly Effective
D2 - D Establishes a classroom environment which supports positive rapport and social interactions by communicating, reinforcing and maintaining appropriate standards of student conduct.		Does not establish a positive rapport and/or does not communicate appropriate standards of student conduct.	Inconsistently attempts to establish a positive rapport and respectful interactions which negatively impacts student conduct.	Establishes a positive rapport within the classroom environment based on consistent encouragement of respectful interactions and maintains appropriate standards of student conduct.	Establishes a rapport within the classroom environment in which interactions are consistently respectful and students positively engage one another in social and/or academic pursuits.
D2 - E Creates positive individual and/or collaborative learning environments[8] to support student		Does not provide opportunity for effective individual and/or collaborative learning to support acquisition of related 21st Century Skills.	Provides limited opportunities for effective individual and/or collaborative learning to support acquisition of related 21st Century Skills.	Provides teacher developed opportunities for effective individual and/or collaborative learning to support acquisition of related 21st Century Skills.	Allows students the opportunity to determine their own method of individual and/or collaborative learning to support acquisition of related 21st Century Skills.*

		Does not organize/manage the learning environment to meet student learning needs and/or minimal student engagement is evident.	Attempts to organize and/or manage the learning environment to accommodate student learning needs and/or some student engagement is evident.	Organizes/manages the learning environment to accommodate all student learning needs and most students are engaged in challenging content.	Organizes/manages the learning environment to accommodate all student learning needs and students are engaged in challenging content.
learning and acquisition of related 21st Century Skills.[9]					
D2 - F Organizes and manages the learning environment[10] to engage all learners.		Does not organize/manage the learning environment to meet student learning needs and/or minimal student engagement is evident.	Attempts to organize and/or manage the learning environment to accommodate student learning needs and/or some student engagement is evident.	Organizes/manages the learning environment to accommodate all student learning needs and most students are engaged in challenging content.	Organizes/manages the learning environment to accommodate all student learning needs and students are engaged in challenging content.

*Developed to maximize each learner's potential.

Domain 2: Comments	Domain 2: Recommendations

DOMAIN 3 - CONTENT KNOWLEDGE

Content Knowledge (NJ Standard 4)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the NJ Student Learning Standards (Common Core Standards) and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D3 - A Content[11] of lesson is aligned with NJ Student Learning Standards and/or other appropriate content standards.		Lesson content is misaligned or does not address the NJ Student Learning Standards and/or other appropriate content standards.	Lesson content is aligned with NJ Student Learning Standards and/or other appropriate content standards, but not effectively implemented.	Lesson content is directly aligned with NJ Student Learning Standards and/or other appropriate content standards and makes connections to the real world.	Lesson content is directly aligned with NJ Student Learning Standards and/or other appropriate content standards, and makes connections to the real world, as well as anticipates misconceptions, ambiguities or challenges and considers multiple ways to address them.
D3 - B Uses current and content appropriate pedagogy[12].		Does not utilize or apply current and/or effective pedagogy.	Limited use of current and/or effective pedagogy which creates minimally effective, relevant or engaging learning experiences.	Uses current and/or effective pedagogy which creates effective, relevant and engaging learning experiences.	Takes risks in applying current pedagogy to create innovative learning experiences which are effective, relevant and engaging.
D3 - C Conveys content[11] accurately allowing students to learn, practice and master academic standards.		Does not effectively convey concepts, themes, learning standards, academic language and content and/or makes multiple content errors.	Conveys concepts, themes or learning standards that allow for limited student comprehension of academic language and content and/or makes minor content errors.	Accurately conveys concepts, themes or learning standards that allow for thorough student comprehension of academic language and content.	Accurately conveys concepts, themes or learning standards that allow for thorough student comprehension of academic language and content through real world learning experiences.

Application of Content (NJ Standard 5)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective)
D3 - D Content of lesson offers appropriate level of challenge for all students to make real world connections.		Lesson does not appropriately challenge students or connect to real world.	Lesson minimally challenges students and may not connect to real world.	Lesson challenges students, supports critical thinking, and connects to real world.	Lesson includes cross-disciplinary connections that challenges students in real world, global and/or career connections that extends new learning and/or results in original student product*.
D3 - E Incorporates critical thinking, creativity and/or collaborative problem solving.		Does not provide opportunities for students to engage in critical thinking, creativity and/or collaborative problem solving.	Provides opportunities for students to engage in critical thinking, creativity and/or collaborative problem solving with limited success.	Provides opportunities for students to engage in critical thinking, creativity and/or collaborative problem solving aligned with 21st Century Skills[9].	Provides opportunities for students to initiate and lead critical thinking, creativity and/or collaborative problem solving aligned with 21st Century Skills[9] *.
D3 - F Digital and/or interactive technology[13] is used to support the learning objective.		Does not use digital and/or interactive technology to support learning objective although appropriate technology is available.	Uses digital and/or interactive technology, but does not effectively support learning objective.	Uses digital and/or interactive technology effectively to support learning objective.	Guides students to independently navigate technological resources in order to take responsibility for their own learning based on their needs.*

*Developed to maximize each learner's potential.

Domain 3: Comments	Domain 3: Recommendations

DOMAIN 4 - INSTRUCTIONAL STRATEGIES

Assessment (NJ Standard 6)
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D4 - A Utilizes multiple methods of assessments[14] to guide instruction.		Does not refer to or utilize assessment data to guide instructional practice.	Recognizes importance of assessment data, but does not effectively incorporate it into instructional practice.	Uses assessments at critical points in the lesson to guide instruction.	Uses multiple forms of assessment to modify and differentiate instruction for individual learners in order to meet their specific needs.
D4 - B Provides feedback to students.		Provides no feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback to students that is inconsistent in timeliness, frequency and/or relevance.	Provides individualized, descriptive feedback that is timely, frequent, and relevant.	Guides students in self-monitoring and analyzing their own assessment results and setting personalized learning goals.*
D4 - C Engages all learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.		Does not engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.	Engages learners in multiple assessments demonstrating knowledge and skills.	Incorporates differentiation to engage learners in multiple assessments demonstrating knowledge and skills.	Allows for students to choose, propose, and/or design assessments demonstrating knowledge and skills.*

*Developed to maximize each learner's potential.

Instructional Strategies (NJ Standard 8)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D4 - D Implements strategies to develop literacy and/or communication skills including academic vocabulary.		Presents instruction that is skill based with no opportunity for students to develop literacy and/or communication skills including academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that clearly integrates literacy strategies[15] with explicit instruction in academic vocabulary.	Presents instruction which allows for rigorous, individual and/or collaborative assignments/projects, building upon literacy skills and academic vocabulary.
D4 - E Engages students using higher level questioning[16] techniques.		Incorporates questions that are largely lower level in nature and do not invite a thoughtful response or further discussion.	Incorporates questions that are a combination of higher and lower level questions.	Incorporates questions that are primarily higher level in nature and engage students in deeper thinking and further discussion.	Incorporates questions that are higher level and challenge students to think and demonstrate reasoning through the formulation of their own questions to advance their understanding.*

*Developed to maximize each learner's potential

Domain 4: Comments	Domain 4: Recommendations

DOMAIN 5 - PROFESSIONAL RESPONSIBILITY AND TEACHER LEADERSHIP
(SUMMATIVE EVALUATION ONLY)

Professional Learning (NJ Standard 9)

The teacher engages in ongoing individual and collaborative professional learning[17] designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D5 - A Uses self-assessment and problem solving strategies to analyze and reflect on his/her practice to impact student learning.		Does not reflect on or analyze his/her practice and the impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional practice.
D5 - B Plans and engages in professional learning[17] that is aligned with personal and/or school/district goals.		Engages in professional learning but does not implement any changes to improve instruction.	Engages in professional learning but makes limited changes to improve instruction.	Engages actively in professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice to improve instruction.	Takes a lead in and/or initiates opportunities for professional learning with colleagues to improve instruction.

Leadership and Collaboration (NJ Standard 10)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D5 - C Promotes a positive school climate by supporting the mission and vision of school and district.		Does not contribute to a positive school climate and district mission.	Makes minimal contributions to school-wide efforts to develop positive school climate and/or district mission.	Contributes to developing and sustaining a positive school climate and district mission.	Leads efforts within and/or outside the school to improve and strengthen the school climate and district mission.
D5 - D Engages with family and community.		Does not communicate with families about student academic or behavioral performance.	Communicates with families about student academic or behavioral performance through required reports and conferences only.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Shares and models positive, effective communication strategies with colleagues to develop relationships with families and engages them in opportunities to support their child's learning.
D5 - E Collaborates with colleagues to support learner development and achievement.		Makes no effort to collaborate with colleagues, to share information and/or best practices to support high expectations for student learning.	Collaborates inconsistently with colleagues and shares limited information and/or best practices to meet minimal requirements of teaching practices.	Collaborates with colleagues and regularly shares information and/or best practices to support high expectations for student learning.	Initiates collaboration with colleagues and consistently shares information and/or best practices to support high expectations for student learning.

Ethical Practice (NJ Standard 11)

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Attributes	NA	Ineffective	Partially Effective	Effective	Highly Effective
D5 - F Acts in accordance with school and district regulations and demonstrates moral and ethical behavior.		Disregards school and district regulations/ethical codes of conduct and/or professional standards.	Typically acts in accordance with school and district regulations/ethical codes of conduct and/or professional standards.	Models moral and ethical practices to provide a safe and healthy learning environment.	Models moral and ethical practices as well as works cooperatively and productively with colleagues and parents to provide a safe and healthy learning environment.
D5 - G Is reliable and meets routine responsibilities consistently.		Frequently misses or is late to assignments/duties, makes errors in records, and/or misses paperwork deadlines; and/or frequently ignores (or abuses) contracted start and end times.	Occasionally misses or is late to assignments/duties, completes work late and/or makes errors in records and/or may occasionally ignore (or abuse) contracted start and end times.	Consistently fulfills professional responsibilities, punctual to assignments/duties, submission of paperwork and/or rarely ignores (or abuses) contracted start and end times.	Consistently fulfills all professional responsibilities to highest standard and is looked upon as a role model for this attribute.

Domain 5: Comments	Domain 5: Recommendations

Overall Comments:	Overall Recommendations:

[1] Designs: May not be applicable to specialized programs where teacher has limited or no flexibility in lesson design.

[2] Expanded learning experiences: Refers to student work that goes beyond the teacher prepared and/or assigned work that allows students to develop mastery of the intended outcomes. These can include, but are not limited to, student choice to take their learning beyond the "lesson," student creating original work/presentations based on their own research, and may take the topic beyond what the grade level curriculum requires.

[3] Data: Refers to measures of student performance, for individual students or for groups of students. Examples may include: standardized assessments (state mandated such as PARCC, or diagnostics such as STAR or i-Ready), local assessments (school developed such as writing prompts, end of unit tests, quarterly grades) and/or teacher created assessments/anecdotal notes which include both formative and summative measures.

[4] Differentiation: The way in which a teacher anticipates and responds to a variety of students' needs in the classroom. To meet students' needs, teachers **differentiate** by modifying the content (what is being taught), the process (how it is taught), or the product (how students demonstrate their learning).

[5] Instructional resources: Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, and any other instructional resources specific for the content or specialty area.

[6] Diversity: Including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

[7] Learning styles: Includes visual, auditory, kinesthetic, and tactile.

[8] Collaborative learning environment: Can be face to face or digital.

[9] 21st Century Skills (taken from P21 Partnership for 21st Century Learning):
- Learning and Innovation Skills for an increasingly complex life and work environment, including Creativity and Innovation; Critical Thinking and Problem Solving; Communication; Collaboration.
- Information, Media and Technology Skills - development of functional and critical thinking skills such as Information Literacy, Media Literacy and ICT (Information, Communication and Technology) Literacy.
- Life and Career Skills - development of thinking skills, content knowledge and social and emotional competencies including Flexibility and Adaptability; Initiative and Self-Direction; Social and Cross-Cultural Skills; Productivity and Accountability and Leadership and Responsibility.

[10] Learning Environment: The organization, allocation, and coordination of instructional resources and the elements of time, space and learners' attention.

[11] Content: Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

[12] Pedagogy: The method and practice of teaching, especially as an academic subject or theoretical concept.

[13] Interactive technology: Canvas, Google Classroom, district approved applications, Promethean board, iPad, Chromebook, Macbook, etc.

[14] Methods of assessment: Formative assessment is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Summative

assessments are used to evaluate student learning at the end of an instructional period. Summative assessment helps to determine to what extent the instructional and learning goals have been met.

[15] **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

[16] **Higher-level questions:** promote critical thinking skills because these types of questions expect students to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

[17] **Professional Learning:** Resources include, but not limited to colleagues, webinars (self-selected/outside of district), book club, staff development department, district PDI, NJEA, educational workshops, Professional Learning Community.

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