



Paterson Public Schools

Paterson - A Promising Tomorrow, Together We Can



Teacher Evaluation Guidebook

TEACHER EVALUATION GUIDEBOOK

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TEACHNJ/ACHIEVENJ applies to “teaching staff” who currently work in NJ public schools. “Teaching staff” as defined by the law includes individuals in positions of: *Teacher, Principal, Assistant Principal/Vice Principal, Assistant Superintendent, School Nurses, School Athletic Trainers, educational service professionals required to hold appropriate certificate issued by the board of examiners (Supervisors, Directors, Counselors, CST members, etc.).*

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Our Why...Our Core Business

Every child deserves a **champion**—an adult who will **never give up** on them, who **understands** the power of **connection** and **insists** that they **become** the best that they can possibly **be**. – **Rita Pierson**

The good teacher **explains**. The superior teacher **demonstrates**. The great teacher **inspires**. – **William A. Ward**

Education is the most powerful weapon which you can use to **change the world**. – **Nelson Mandela**

Students do not care how much you know until they know how much you **care**. – **Anonymous**

If you are **planning** for a year, **sow** rice; if you are planning for a decade, **plant** trees; if you are planning for a lifetime, **educate** people. – **Chinese Proverb**

A leader is one who **learns** and **knows** the way, **goes** the way and **shows** the way.”– **John C Maxwell**

We have much **work** ahead, to stand still. **Mansa Musa**

We will either **find** a way or **make** one. - **Anibal Barca**

Success is not an accident; success is a **choice**. -**Stephen Curry**

Education is not preparation for life; education is **life** itself. – **John Dewey**

The **growth** and **development** of people is the highest **calling** of leadership. – **Harvey S. Firestone**

Improvement begins with I. – **Arnold H. Glasow**

Moment of Reflection:

What is our core business?

Moment of Reflection:

What is our brand as a District?

Moment of Reflection:

What is my brand?

How does the evaluation process... **FUNCTION?**

Use of the Data:

With all staff members accounted, the evaluation data is then vetted and distributed respectively:

- Human Resources
- Payroll
- School
- Department
- New Jersey Department of Education

and certified. It is recommended the evaluation data is continuously reviewed to inform professional development practice, inform staffing decisions, growth objective focus, etc.

Interconnected **FUNCTION**

Evaluation process is a multi-faceted system that informs the daily impact of teaching and learning.

Leadership Team Work Sessions:

Position Control Roster (vacancy); Observation Schedule; Class Schedule and/or Caseload, Job Description, Annual Evaluation Memorandum, Meeting/Training Date, Sample Feedback (strength/refinement), School-Level Plan, Professional Development Plan, Student Performance Data, Student/Staff Attendance, etc.

Organizing for Success:

Preliminary agreement on areas of focus driven by the data; agreed upon role/responsibility on who will do what/when; agreed upon measurement of success; agreed upon protocol for handling area of refinement/shortcomings; agreed upon understanding of what to do with "new" learning, etc.

Response to the Data:

As Leadership Team Work Sessions are ongoing, using the opportunity to ensure all staff members are accounted:

- Observations
- Multiple Observer Status
- Pre/Post Conference
- Classroom Visitation
- Growth Objectives (2)
- Median Student Growth Percentile (mSGP)
- Signatures
- Leave of Absence
- Summative Conference, etc.

are accounted to inform professional practices and outcomes.

Verification of the Data:

Each observation round will result in a summary toward your advancement to the evaluation finish line (Dashboard). As a community of learners, we all have a role in the evaluation process. Review the requirements and updates shared during the school year. This includes, but is not limited to missing observation, missing standard, missing signature, etc. This allows for the data mining and scrubbing to produce the best outcomes and reduce a rushed and harried process.

Annual Refresher/Monthly Training:

Annual Refresher training is required for all returning staff member. This is offered from the immediate supervisor. All evaluation requirement is reviewed for the given year. All respective Professional Educator Rubric are reviewed and unpacked for sources of evidence. The exception/data for the development of Growth Objectives are reviewed and clarified.

Monthly training is offered to "newly" hired staff members via Accountability Department. Registration is online along with all upcoming dates.

NOTE: Training must be completed prior to observations being conducted.

*What is the evaluation process... **Pre-conference?***

Pre-conference

Pre-conference- staff member complete a series of questions to invite reflection and provide specific areas of the Professional Educator Standards that will be addressed during the actual observation (see Annual Evaluation Memorandum).

- ✓ This form is completed within Media X by the staff member being observed.
- ✓ A pre-conference, when required, shall occur on at **least one workday** but **not more than seven teaching staff member working days** prior to the observation. In the case of a staff member being absent, the pre-conference will be used on the **return date** of the staff member.
- ✓ For all teachers, **at least one** of the required observations shall be announced and preceded by a pre-conference.
- ✓ Provides an opportunity for success and focused professional growth
- ✓ Long-term substitutes under contract in the District are evaluated in the same manner as all contracted staff members are evaluated throughout the District.

Observers:

- ★ *Must be trained on all observation rubrics within purview of service and job description (~NJAC 6A:10-2.2).*
- ★ *Must be employed in the district*
- ★ *Must serve in a supervisory role in the district*
- ★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

Best Practice: Pre-Conference Roles and Responsibilities



Staff Member Being Observed (I DO...)	Staff Member Conducting Observation (You Do...)	We Do...
Access and complete respective Pre-Conference Form within Media-X . Check the pacing guide/expected standards and/or instructional/program expectations	Access and review the completed Pre-Conference Form within Media-X . Understand the staff member's goals and the design for instructional/program expectations in relation to the Professional Educator Standards being observed.	
Ensure the instruction/session is on schedule . Practice/Rehearse and verbally describe the upcoming lesson/meeting/unit sequence: <ul style="list-style-type: none"> ▪ learning goals/objectives ▪ instructional episodes/parts of the lesson ▪ how learning/session be assessed ▪ appropriate activities/instructional and/or program strategies to be used and why ▪ Demonstration of Learning (DOL) 	Use probing and clarifying questions to ensure the learning goals, assessments, and activities are clearly articulated and aligned with one another (reference shared instructional/program expectations).	
Identify the part of the lesson/session sequence that the administrator will observe (where applicable).	Note the part of the lesson/session sequence that will be observed (check schedule of staff within Infinite Campus). Decide what standards will be used to collect evidence in alignment with the instructional/program expectations.	
Picture how the lesson will go. Share any concerns, challenges, or problems that might have related to the content, performance data, specific students, or the class as a whole. Gather feedback and support from the observer and options to support specific need/areas of focus, where applicable.	Encourage the staff member to use prior knowledge and experiences to address specific challenges. ("Can you think of a time when more students completed their homework? Why might that have been? What can you learn from that experience?" What relevant data sets might be helpful?) Address any remaining concerns by problem solving as a team.	
Tell the observer what you'd like him/her to focus on within the designated standards (e.g., how many students are actively participating? How may we find milestones in student's progress?). Think about the kind of data/high quality evidence that would help you evaluate the success of the lesson/session.	Help the staff member decide what he/she would like specific feedback on during the lesson/session and what kinds of data would be most useful to collect.	
Think of your lesson as a professional learning opportunity , not as a performance to be judged.	Reinforce the ultimate purpose of the observation process — to initiate a focused, collaborative, and productive dialogue about how to improve teaching and learning.	

Source (modified): Thoughtful Classroom

What is the evaluation process... **Observation?**

Conducting an Observation

Observation- means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities **(a given staff member's schedule would specify the given block of time, content/subject matter, etc.)**. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating N.J.A.C. 6A:9-1.1.

Types:

- ✓ "**Announced observation**" means an observation in which the person conducting an evaluation for the purpose of evaluation will **notify** the teaching staff member of the date and the class period that the observation will be conducted. *(I do know when...so pre-conference form is completed)*
- ✓ "**Unannounced observation**" means an observation in which the person conducting an observation for the purpose of evaluation will **not notify** the teaching staff member of the date or time that the observation will be conducted. *(I don't know when...so no pre-conference form is completed)*
- ✓ "**Co-observers**" shall use co-observation to promote accuracy in scoring, and to continually train themselves (observers) on the instrument. ii. A co-observation shall count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4; *(Observer to Observer)*

Key Consideration:

- ✓ **Multiple observers** are **required** for all non-tenured teachers and those on Corrective Action Plan (CAPs).
- ✓ Multiple observers are **highly** recommended for tenured teachers.
- ✓ A co-observation may not fulfill the requirement of multiple observers. The co-observations are for training administrators and multiple observers are for enhancing the observation process for teachers.

What is the evaluation process... **Observation Rubric?**

Explanation of Rubric Levels for Evaluation System

The development of the explanation for the rubric levels was in response to requested clarification on the **Focal Point Evaluation System** scoring scale. The explanation of the rubric levels for the Focal Point Evaluation System was facilitated by the feedback and input of District Evaluation Advisory Committee (DEAC) members and colleagues within the District.

Unsatisfactory Unacceptable Practice and Outcomes <i>Evidence of little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement.</i>	Progressing Inconsistent Practice and Outcomes <i>Evidence of basic knowledge and implementation of performance standards. The integration of performance standards is not evident. Teacher is making progress towards proficiency.</i>		Proficient Consistent Practice and Outcomes <i>Evidence of sound knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.</i>		Exemplary Exceptional Practice and Outcomes <i>Evidence of high levels of knowledge, implementation and integration of performance standards. There is evidence of leadership initiative and willingness to model and serve as a mentor for colleagues.</i>	
<input type="checkbox"/> Unsatisfactory (1)	<input type="checkbox"/> Progressing I (2)	<input type="checkbox"/> Progressing II (3)	<input type="checkbox"/> Proficient I (4)	<input type="checkbox"/> Proficient II (5)	<input type="checkbox"/> Proficient III (6)	<input type="checkbox"/> Exemplary (7)
<i>To what extent is my practice consistent in this category:</i> <ul style="list-style-type: none"> Unsatisfactory: Consistently unacceptable practice and outcomes with <u>little or no</u> knowledge and minimal implementation of performance standards. 	<i>To what extent is my practice consistent in this category:</i> <ul style="list-style-type: none"> Progressing I: Inconsistent practice and outcomes of <u>basic</u> knowledge and implementation of performance standards. Progressing II: Progress towards consistency in practice and outcomes of <u>basic</u> knowledge and implementation of performance standards. 		<i>To what extent is my practice consistent in this category:</i> <ul style="list-style-type: none"> Proficient I: Inconsistent practice and outcomes of <u>sound</u> knowledge, implementation and integration of performance standards. Proficient II: Consistent practice and outcomes of <u>sound</u> knowledge, implementation and integration of performance standards. 		<i>To what extent is my practice consistent in this category:</i> <ul style="list-style-type: none"> Proficient III: Consistent practice and outcomes of <u>high levels</u> of knowledge, implementation and integration of performance standards. Exemplary: Exceptional practice and outcomes of <u>high levels</u> of knowledge, implementation and integration of performance standards. 	

Unsatisfactory, Progressing, Proficient, and Exemplary represents the four (4) possible described categories a staff member can earn during an observation.

Expanded the four (4) existing categories to include seven (7) possible point options for the staff

Provides specific description on how to earn one of the options for points within a given category. The higher of each point within most of a given category of points, reflect a greater level of demonstrated practice and

Best Practice: Observation Roles and Responsibilities



Staff Member Being Observed (I Do...)	Staff Member Conducting Observation (You Do...) We Do...
Long-term substitutes under contract in the District are evaluated in the same manner all contracted teachers are evaluated in the District.	All observers conducting observations must receive annual training on each component of the evaluation rubric including setting growth objectives.
Conduct the lesson/session. Pay attention to decisions that are made and the thinking processes behind those decisions.	Before the observation begins, review the objective/goal, Demonstration of Learning (DOL) essential questions , teaching behaviors, and student behaviors for whatever instructional/program of the lesson to be observed. The staff member's schedule would specify the given block of time, content/subject matter/caseload, etc. to be observed.
Pay attention to student learning and/or engagement : • Are all students learning? Or just some? • Are all students engaged? Or just some? Look for evidence to support your conclusions. Think: What adjustments can be made? What modifications are needed to make and why?	Observe (do not judge!) staff member demonstrated performance. Look for evidence relevant to the indicators/standards being addressed. Examine the effect of the staff member's behaviors on student learning, engagement, and/or achievement.
Reflect on the lesson/session as a whole. Think about the lessons/session structure, the decisions made while facilitating, students' level of engagement and achievement, connection to the instruction/program model, etc.	Indicate whether individual indicators/behaviors are evident, not evident , or a "missed opportunity." Review the guidelines set for the instruction/program expectations.
Observations are performed by trained staff. All observers and those being observed must be trained on the instrument before evaluating or being evaluated.	<p>Participate in annual Refresher: it is conducted by the immediate supervisor each year for returning staff. Register and participate: Newly hired staff members are trained via central office in a comprehensive manner on the evaluation system.</p> <p>Collect quantitative and qualitative evidence that captures the observed behavior and speech of the teacher and students. Gather authentic quotes from students and teacher that reflect the teaching and learning being observed.</p>
<p>Other Considerations:</p> <p>Teachers hired after February 1st are required to have one observation, with a pre- and post-conference and one observation with a post-conference conducted by April 15th. These teachers will NOT receive a final summative score/rated year.</p> <p>Teachers hired after March 15th are required to have one observation with a pre- and post-conference conducted by April 15th. These teachers will not receive a final summative score.</p> <p>Tenured teachers returning from leaves and/or sabbaticals will follow the dates and guidelines outlined above and will not receive a summative score.</p> <p>Sign finalized observations/summative conference form after post conferences by both the observer and the staff member.</p> <p>Applying signatures does not represent agreement with the observation.</p>	

*What is the evaluation process... **Classroom Visit?***

Classroom/Site Visits

Classroom/Site Visits- a **professional development strategy** to facilitate discussions amongst the immediate supervisor and teacher about classroom/site practice. It is brief, structured, and a **non-evaluative** observation of what is taking place that is then followed by a conversation about what was observed.

- ✓ A way to **initiate dialogue about improvement in professional practice**
- ✓ Snapshot of teaching, learning, and provision of services
- ✓ **10 minutes of focused observation**
- ✓ Minimum of three (3) for the school year
- ✓ Feedback is provided via Media X

Best Practice: Classroom/Site Visitation Roles and Responsibilities



Staff Member Being Observed (I DO...)	Staff Member Conducting Observation (You Do...) We Do...
Improve teaching strategies and professional practices	Become more familiar with curricula and instructional practices to build capacity
Strengthen the link with instructional planning based on feedback/reflection	Confirm and establish progress monitoring data and practices reflected in lesson planning
Build professional development and/or growth plans for PLCs, one-on-one support sessions	Gauge the climate of the school/classroom even in remote environs Model the value of teaching and learning as a means to increase visibility throughout the school/remote environs Establish leadership in a professional learning community
Source: Ginsberg & Murphy, 2002	

*What is the evaluation process... **Growth Objectives?***

Growth Objectives

Growth Objectives:

"Multiple measures" The teacher evaluation framework is based on multiple measures of performance and student growth. It is important that the holistic evaluation rating considers **multiple factors across time**. Accordingly, there are multiple measures within teacher **performance and student growth, within and across years**. The student growth measures may include data from multiple assessments and subjects.

- ✓ **Student growth objective (SGO)** means an academic goal that teachers and evaluators set for groups of students.
- ✓ **Program growth objective (PGO)** means goals developed by educational service professionals (teachers) such as school counselors, nurses, media specialists, CST members, and others.
 - ✓ Ensure SGOs are long-term goals (majority of the school year) that teachers set for students that are:
 - ✓ Specific and measurable
 - ✓ Aligned to state academic standards and/or educational service professional standards
 - ✓ Based on student growth, development and/or achievement that addresses areas of refinement/challenges
 - ✓ Set using available **student learning data, climate and culture data**, District/school improvement plans, etc.
 - ✓ Developed by a staff member in consultation with his or her immediate supervisor
 - ✓ Approved and scored along with staff member's immediate supervisor
- ✓ **All teachers are required to develop two (2) growth objectives.**

Timeline for Growth Objectives

<p>Step 1 During September-October 30th</p>	<ul style="list-style-type: none"> ✓ Collaborate with the immediate supervisor to identify baseline using multiple measures ✓ Get approval to administer assessments from your principal/supervisor ✓ Administer assessments ✓ Analyze student data ✓ Determine starting points for students and create <hr/> <ul style="list-style-type: none"> ✓ Teachers and co-teachers can collect and compile data together. ✓ Once set, discuss student starting points with other team members and gather feedback. ✓ Meet with your principal or supervisor to finalize, approve, apply signatures/date and submit your SGO <p>All Goals and Growth Objectives: DUE October 31st</p>
<p>Step 2 During October -March 5th</p>	<ul style="list-style-type: none"> ✓ Ongoing monitoring of student data (i.e. attendance, grades for instructional modifications, etc.) ✓ Track progress and refine instruction ✓ At the close of each marking period and/or post conference review and share progress ✓ Weigh in on strategies to support SGO attainment ✓ Use team meetings to seek help with challenges and difficult cases ✓ Analyze class assessment data, sharing refined instructional plans with teams for feedback. <hr/> <ul style="list-style-type: none"> ✓ Mid-Year Review: Meet with your principal or supervisor to review progress on your SGO. Adjustments may be made if they satisfy the criteria outlined by the NJDOE and District guidelines. <p>February 15th the final cutoff date for adjustment of SGO/PGO</p>
<p>Step 3 Early April –mid April</p>	<ul style="list-style-type: none"> ✓ Administer post-assessments and identify end points using multiple measures ✓ Review results with supervisor ✓ Score SGO in consultation with your principal or supervisor. ✓ Sign and submit your SGO ✓ Consider results in planning the SGO for next year with colleagues
<p>Final Considerations</p>	<ul style="list-style-type: none"> ✓ A large majority of the students are represented ✓ Start and stop dates include large portion of the school year ✓ Reference content at the most specific level of state standard(s) ✓ Include a significant portion of standards taught during the SY ✓ Multiple high-quality measures are used to determine student starting points ✓ All selected standards have at least one assessment item ✓ Highly accessible to all students regardless of background

What is the evaluation process... **Growth Objective?**



Student Growth Objective Form

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

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.

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 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

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 _____

What is the evaluation process... ***SGO Quality Scoring Rubric?***

Excellent	Good	Fair	Inadequate
RATIONALE FOR SGO/STANDARDS CHOSEN			
Includes all or most standards for which the teacher is responsible during the instructional period. ¹	Includes at least half of the standards for which the teacher is responsible during the instructional period.	Includes some of the standards for which the teacher is responsible during the instructional period.	Includes few of the standards for which the teacher is responsible during the instructional period.
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards lead to future success.	Does not justify how the standards chosen lead to future success or does so poorly.
ASSESSMENTS			
Aligns all items ² to the chosen standards taught during the SGO period. All critical standards ³ have multiple items.	Aligns most items to the chosen standards taught during the SGO period. Most critical standards have multiple items.	Aligns some items to the chosen standards taught during the SGO period. Some critical standards have multiple items.	Aligns few or no items to the chosen standards. Critical standards are not identified and have few items.
Range of rigor accurately reflects rigor of instruction, content, and skills of course.	Range of rigor mostly reflects rigor of instruction, content, and skills of course.	Range of rigor somewhat reflects rigor of instruction, content, and skills of course.	Range of rigor does not reflect rigor of instruction, content, and skills of course.
Highly accessible to all students regardless of background knowledge, cultural differences, or special needs.	Mostly accessible to all students regardless of background knowledge, cultural differences, or special needs.	Somewhat accessible to all students regardless of background knowledge, cultural differences, or special needs.	Disadvantages certain students because of background knowledge, cultural differences, or special needs.
Assessment design is consistently high quality. Includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Assessment design is mostly high quality. Includes rubrics, scoring guides, and/or answer keys for all items, most of which are accurate, clear, and thorough.	Assessment design is of moderate quality. Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.	Assessment design is of low quality in virtually all aspects of design.
Teachers of the same subject matter /grade level use a common summative assessment ⁴	Teachers of the same subject matter/grade level's summative assessments are similar but not the same.	Teachers of the same subject matter/grade level's summative assessments of the same standards are different.	Teachers of the same subject matter/grade level assess different standards in different ways.

Excellent	Good	Fair	Inadequate
COLLABORATION			
Most, or all, key decisions ⁵ were made collaboratively between teachers (and/or teachers and administrators).	Many key decisions were made collaboratively between teachers (and/or teachers and administrators).	Some key decisions were made collaboratively between teachers (and/or teachers and administrators).	Few or no key decisions are made collaboratively by teachers (and/or teachers and administrators).
TRACKING PROGRESS AND REFINING INSTRUCTION			
Standards are assessed in a way that growth is logically measured and is regularly monitored with instruction adjusted accordingly throughout the school year.	Standards are assessed in a way that growth is logically measured and is regularly monitored throughout the school year.	Standards are assessed in a way that growth is logically measured logically throughout the school year.	Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given.
Common assessments are used as checkpoints in measuring growth. ⁶	Common assessments are used in measuring growth.	Common assessments are rarely used in measuring growth.	Commons assessments are not in use in measuring growth.
STARTING POINTS/SCORING PLAN			
Multiple, high quality measures of baseline data are used to determine student starting points.	Multiple measures of baseline data, the quality of which may vary , are used to determine student starting points.	A single measure of high quality is used to determine student starting points.	A single measure of low quality is used to determine student starting points.
Student learning targets are differentiated to be ambitious and achievable for all or nearly all students.	Student learning targets are differentiated to be ambitious and achievable for a majority of students.	Student learning targets are differentiated to be ambitious and achievable for some students.	Student learning targets are not differentiated or are set too low.
“Full attainment” accurately reflects a teacher’s considerable impact on student learning. . “Exceptional attainment” clearly exceeds the objective set.	“Full attainment” somewhat reflects a teacher’s impact on student learning. “Exceptional attainment” of the SGO does little to reflect the teacher’s impact on student learning.	“Full attainment” loosely reflects a teacher’s impact on student learning. “Exceptional” was easily attained by a less than ambitious scoring plan.	“Full attainment” is too low or too high to accurately represent a teacher’s considerable impact on student learning.
Scoring range is justified by analysis of baseline data and the rigor of the assessment	Scoring range is implied by presented baseline data and the rigor of the assessment.	Scoring range is somewhat reflected by baseline data and the rigor of the assessment.	Scoring range is not reflected by baseline data and the rigor of the assessment.

NJDOE Link: <http://www.nj.gov/education/AchieveNJ/teacher/QualityRatingRubric.pdf>

Best Practice: Growth Objective Roles and Responsibilities



Staff Member	Staff Member
<p>All teachers develop with his or her immediate supervisor at the start of the year two (2) SGOs, regardless of whether or not they receive an SGP score.</p>	<p>Any teacher hired after October 1st has 20 working days to develop two (2) SGOs.</p>
<p>Growth objectives are aligned to standards</p> <p>Clear rationale as to the refinement/challenges being addressed</p> <p>Set using available student learning data, climate and culture data, District/school improvement plans, etc.</p>	<p>Teachers who begin the year with written SGOs and take a leave of absence, upon return will continue with those SGOs</p> <p>Teachers hired after February 1st must set SGOs (2) to encompass the instructional period between February 1st and March 14th. Know this will not result in a summative conference/rated year. This provides context for the professional practices of the newly hired staff member.</p>
<p>During the monitoring process:</p> <p>Plan - Align instruction and assessments into short-cycle assessments.</p> <p>Implement - Use teaching strategies and assessments to monitor along the way.</p> <p>Collect - Use a variety of techniques to frequently collect data.</p> <p>Analyze – Analyze the data.</p> <p>Plan - Adjust instruction based on the needs shown in the data.</p> <p>Review results and score in consultation with immediate supervisor:</p> <p>Collect information about student learning from the SGO assessment and calculate your SGO score according to the approved scoring plan.</p> <p>Consult with your supervisor to share the information and discuss your final score.</p> <p>Discuss lessons learned with your supervisor and steps for setting SGOs in the following year.</p>	<p>Teachers hired after March 15th will not be required to set SGOs for the remainder of the school year. It is important the newly hired staff member is fully immersed in the growth objective process.</p> <p>Types of assessments to support monitoring process:</p> <ol style="list-style-type: none"> 1. Diagnostic Assessment: Used to determine students' knowledge and skills before a unit of instruction. 2. Formative Assessment: Used to monitor student learning and adjust ongoing instruction. 3. Interim Assessment: Measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame. 4. Summative Assessment: Measure student mastery of standards at the end of a unit of instruction.

What is the evaluation process... **Median Student Growth Percentile (mSGP)?**

Median Student Growth Percentile (mSGP)

Student Growth Percentile:

"Multiple measures" The teacher evaluation framework is based on **multiple measures of performance and student growth**. It is important that the holistic evaluation rating considers multiple factors across time. Accordingly, there are multiple measures within teacher **performance and student growth, within and across years**. The student growth measures may include data from multiple assessments and subjects.

- ✓ **Student growth percentile** means a specific metric for measuring individual student progress on statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Tested grades/subjects: 4-7 mathematics and 4-8 ELA in areas such as ELL, SPED, General Education, push-in, pull-put, etc.
- ✓
- ✓ 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.
- ✓ Long-term or leave replacement substitutes under contract in the district who are currently working in the district should be evaluated in the same manner all contracted teachers are evaluated in the District.

✓ **All teachers are required to develop two (2) growth objectives.**

Median Student Growth Percentile (mSGP)

Student Growth Percentiles (SGPs):

- ✓ Measures achievement gains for "tested grades and subjects":
 - 4th-8th-grade Language Arts
 - 4th-7th-grade Math

Note: Grade three (3) is considered a baseline year, as it is the first testing year. As a result, there is no baseline data to create an SGP for that grade.

- ✓ Using the state standardized assessment, SGPs compare the change in a student's achievement from one year to the next to that of all other students in the state who had similar historical results (the student's "academic peers").
- ✓ **Student growth percentile** means a specific metric for measuring individual student progress on statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Tested grades/subjects: 4-7 mathematics and 4-8 ELA in areas such as ELL, SPED, General Education, push-in, pull-put, etc. **are included within the SGP** process.

*What is the evaluation process... **Roster Verification?***

2019-2020 Course Roster Verification and Submission

Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th to 7th-grade Math. As explained in several previous communications, the accuracy of each educator's mSGP score is entirely dependent upon the accuracy of the district course roster submission to the Department of Education. This submission lists the students assigned to each teacher for that school year. **The integrity of the mSGP measure of the evaluation system relies on course roster accuracy, which can only be verified at the local level prior to the certification of their official submission. Districts that do not take steps to ensure roster accuracy may provide incorrect summative evaluation data and may even face potential litigation from teachers who receive incorrect scores.**

Roster Data Best Practices

In order to provide the most accurate roster data, districts should strongly consider the following steps shared by several New Jersey districts as best practices:

- Maintain accurate local student information system (SIS) throughout the school year to reflect the realities of enrollment and course section assignments, as these systems serve as the source data used for mSGPs and for many Student Growth Objectives (SGOs).
- Ensure school and district leaders collaborate to establish an efficient process for verifying all course roster data and making appropriate local corrections prior to the end of the school year. This will provide district data managers with ample time to compile district submissions with teacher-verified data when teachers are more easily accessible.
- Utilize the third observation post-conference or annual summary evaluation conference as an opportunity for each teacher to review and correct their course rosters within local district data files as needed.
- Participate in the NJ SMART Course Roster Submission Practice Period from **April 13 to June 30, 2020**. This practice window allows time for districts to prepare data, reach out for technical assistance to the NJ SMART Help Desk as needed, and ensure the submission meets the appropriate technical quality when the official window opens in the summer. Early participation in the practice window will also allow districts to use the NJSMART "Click-by-click Guide to the Roster Verification Process."
- Upload, correct, and certify the official Course Roster Submission between **July 6 and August 3, 2020**.

The Department will link 2019-2020 district Course Roster Submission data with 2020 student level SGP values for each qualifying individual teacher to determine his/her mSGP score. These 2019-2020 mSGP score reports will be accessible to districts along with final summative ratings following the school year.

Best Practice: mSGP Roles and Responsibilities



Staff Member	Staff Member
<p>In order for teachers to have an SGP score, they must have 20 separate students based on a) the most recent year or, b) the median of the previous three years combined – whichever is most advantageous to the educator.</p>	<p>The Department calculates mSGP using each school district’s course roster submitted through NJ SMART • Subject areas coded 51, 52, or 73 in the course roster submission through NJ SMART meet the criteria for mSGP</p>
<p>Students must be enrolled for 70% or more of the course duration prior to the administration of the test.</p> <p>Teacher must have scheduled as “Teacher of Record” assigned to a 4th-8th-grade Language Arts or 4th-7th grade Math course with an updated and accurate roster of taught students at least 60% of the time before the state assessment.</p>	<ul style="list-style-type: none"> ✓ Teachers are scheduled appropriately as “Teacher of Record” ✓ Teachers participate in the roster verification process offered throughout the District ✓ Teachers participate in the verification of rosters at the end of each post conference
<p>Student growth from one year to the next is compared to students who participate in State assessment to their “academic peers” with a range from 1 to 99.</p>	<p>Long-term substitutes under contract in the District should be evaluated in the same way all contract teachers are evaluated in that district.</p>
<p>Teachers are identified within Infinite Campus as the “Teacher of Record” for their given courses</p>	

What is the evaluation process... **Post Conference?**

Conducting a Post Conference

Post-observation conference- means a **meeting, either in-person or remotely (in extreme circumstances)**, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected during the observation.

This is an **opportunity for the teacher and observer to discuss the lesson**. The **observer will provide the teacher with feedback** regarding the teacher's rating for the standards observed. The **observer and teacher share insights** into the events that occurred during the observation and work toward agreement regarding teacher's rating for the elements observed.

The **observer should provide additional resources to support the teacher in the improvement of instructional practices**. At the conclusion of the process, the observer reviews the rating decision and records/updates the result on the respective rubric.

Post-conferences are required for all observations for non-tenured and CAP staff members. Required signatures are applied.

Tenured staff are required to have at least one face-to-face post conference. **Required signatures are applied.** Staff member receives a copy of observation from immediate supervisor.

*In cases where **co-observations** are used as a formal observation, one of the observers will be determined to input the **"actual"** observation within Media X and indicate who was the co-observer from dropdown menu. The post conference may be conducted by both observers. This ensures the perspectives of the observers are commonly shared and understood by all involved in the observation process.*

- ✓ The **post-observation conference must be held prior to further evaluative observations**
- ✓ Focus the conference on the purposes of observation/evaluation: **to promote professional excellence, improve the skills of teaching staff members, improve student learning and growth and provide a basis for the review of performance**
- ✓ Observation conference must occur within **7-10 working days** of the observation

Observers:

- ★ *Must be trained on all observation rubrics within purview of service and job description (~NJAC 6A:10-2.2).*
- ★ *Must be employed in the district*
- ★ *Must serve in a supervisory role in the district*
- ★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

What is the evaluation process... **Post Conference?**

Observation Report Quality Rating Rubric

This rubric is a tool that may be used by teachers and administrators to work towards producing high-quality, classroom observation reports. This rubric describes activities and components of observation reports that align with guidance documents and presentations previously published by the Department. The State requirements for observation reporting can be found in regulations at NJAC 6A:10-4.4.

QUALITY OF EVIDENCE

Area of Focus	Excellent	Good	Fair	Inadequate
OBJECTIVE EVIDENCE	All evidence is consistently objective and specific. There are no generalities, conclusions or opinions.	Most evidence is objective and specific. There are few generalities, conclusions and/or opinions.	Evidence is often subjective and/or general and may include conclusions or opinions.	There is little objective evidence detailing what took place in the classroom.
TEXTURE of EVIDENCE	Cites extensive quantitative ¹ and qualitative ² evidence of the observed behavior and speech of the teacher and students. Quotations from the classroom regularly and effectively support qualitative evidence.	Cites quantitative and qualitative evidence that illustrates the behavior and speech of both the teacher and the students in the classroom.	Evidence of teacher and student behavior and or speech is limited.	Evidence does not illustrate the behavior or the speech of either the teacher or the students.
ALIGNMENT WITH STANDARDS	Accurately assigns quantitative and rich qualitative evidence to the indicators or standards predetermined (either by mutual agreement, building protocol, or district decision) as being essential to the instructional period observed.	Accurately assigns some evidence to all of the indicators or standards predetermined as essential to the observed instructional period.	Assigns some evidence to some of the indicators or standards predetermined as essential to the observed instructional period.	Evidence is missing for most of the predetermined indicators or standards.
ORGANIZATION OF EVIDENCE	Evidence is well organized, and provides the supervisor with a clear and objective picture of the teaching and learning that occurred during the instructional period.	Evidence is adequately organized and provides the supervisor with a good sense of the teaching and learning that took place.	Evidence is poorly organized and provides the supervisor with limited insight into the teaching and learning that took place during the instructional period.	Evidence is disorganized and provides the supervisor with little understanding of the teaching and learning that took place during the instructional period.

QUALITY OF FEEDBACK³

<u>Area of Focus</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Inadequate</u>
BASED ON EVIDENCE	All feedback is based on specific evidence cited in the observation report. General impressions are avoided.	Most feedback is linked to specific evidence and general impressions are used infrequently.	Feedback is infrequently linked to specific evidence and regularly includes general impressions.	Feedback is disconnected from specific evidence, generalized or absent.
CONCENTRATED IN HIGH IMPACT AREAS	Feedback is all concentrated in high impact areas, indicating a rich understanding of teacher practice and student learning.	Feedback is generally in high impact areas and demonstrates an understanding of teacher practice and student learning.	Areas selected for feedback are low impact and indicate little understanding of teacher practice and student learning.	Feedback is absent or does not indicate an understanding of teacher practice and student learning.
ACTIONABLE/TIME LIMITED	Feedback includes multiple recommendations or goals based on the evidence. Each Includes recommended or required timelines for implementation and completion.	Feedback includes one actionable next step that is linked to the evidence with a recommended or required timeline.	There may be recommendations but no actionable next steps or recommended or required timeline.	There are no actionable next steps or recommendations.
PROMOTES REFLECTION	Feedback effectively engages teacher in evidence based reflection in multiple areas of practice (i.e. observer poses questions or identifies topics for teacher to consider).	Feedback promotes teacher reflection in one evidence based area of practice (i.e. observer poses a question or identifies a topic for teacher to consider).	Feedback may solicit reflection but does not actively promote it	Feedback does not solicit teacher reflection.

³Quality feedback is delivered promptly. While the regulations provide up to 15 working days (to allow for a range of unforeseen obstacles), best practice is to deliver observation feedback as soon as possible.

Best Practice: Post Conference Roles and Responsibilities



Staff Member	Staff Member
All staff members being observed/conducting an observation must receive annual training on each component of the observation rubric including S/PGOs	
At least 24 hours prior to the post-conference the observer forwards an electronic copy of the observation for the staff member to review.	Staff member completes the post conference form reflecting on their professional practice
Time is scheduled to review the observation and provide feedback, specific to each standard	Review of the feedback and reference to post conference form and sources of evidence
For reference, bring to the conference any material which corresponds to specific observations being discussed. Review the evidence collected in the classroom, as well as other related data, including student learning data, and prior observations.	One post conference required per observation, signed (electronically) by all parties who conducted the observation/post-observation
Focus the conference on the purposes of observation/evaluation: to promote professional excellence, improve the skills of teaching staff members, improve student learning and growth and provide a basis for the review of performance.	The teacher may attach a written objection within 7-10 workdays (Personnel File) and attach exemplars to the actual observation within Media X
Teaching staff member's supervisor and teaching staff member on a CAP must discuss teaching staff member's progress towards CAP goals during each required post-observation conference.	Final post-observation conference may be combined with a summary conference
Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep a "signature page" in the teacher's file, listing the sign-off's after each observation. (Source: AchieveNJ) Required signatures are applied.	

What is the evaluation process... **Summative Evaluation Conference?**

Summative Evaluation Conference

Annual performance report means a **written appraisal** of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

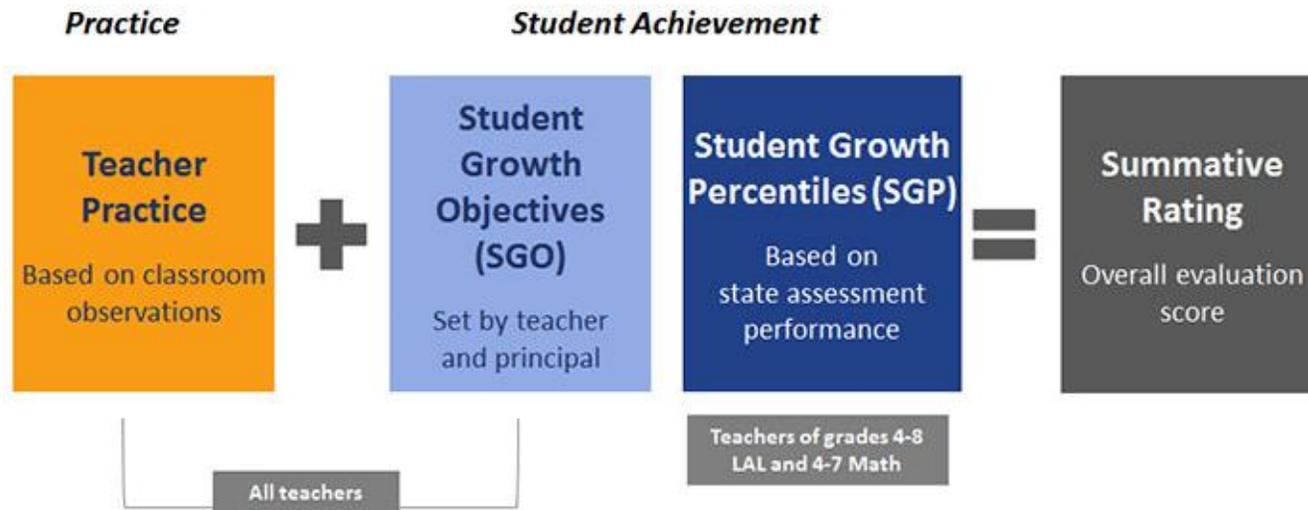
Annual summative evaluation rating means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.

Summative Rating: conversion of the Sum of the Weighted Scores, based on the NJDOE Summative Rating Scale: **"Ineffective", "Partially Effective", "Effective", or "Highly Effective"**

Summative Rating Cut Score:

Ineffective (1.00 – 1.84) **Partially Effective (1.85 – 2.64)** **Effective (2.65 – 3.49)** **Highly Effective (3.50 – 4.00)**

What is the evaluation process... **Summative Evaluation Conference?**



The chart below lists the evaluation component weights for the 2023-2024 school year.

Type of Educator	Evaluation Component Weights
mSGP Teachers	<ul style="list-style-type: none"> Teacher Practice: 70% SGO: 25% mSGP: 5%
Non-mSGP Teachers	<ul style="list-style-type: none"> Teacher Practice: 85% SGO: 15%
mSGP Principals/APs/VPs	<ul style="list-style-type: none"> Principal Practice: 70% Administrator Goals: 10% SGO Average: 10% mSGP Average: 10%
Non-mSGP Principals/APs/VPs	<ul style="list-style-type: none"> Principal Practice: 80% Administrator Goals: 10% SGO Average: 10%

Best Practice: Post Conference Roles and Responsibilities



Staff Member	Staff Member
<p>At least 24 hours prior to the post-conference the observer forwards (either electronically and/or hard copy) the teacher a copy of the summative conference report review.</p>	
<p>Practice: (Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference) Using specific documentation (observation reports, teacher reflection, etc.) and citing specific evidence, identify and discuss:</p> <ul style="list-style-type: none"> ✓ 1-3 areas of strength ✓ 1-3 areas for improvement 	
<p>Two Student/Program Growth Objectives (S/PGOs): Using completed SGO forms and supporting documentation (assessment results, etc.), discuss:</p> <ul style="list-style-type: none"> ✓ Successes and challenges of SGO process ✓ Lessons from SGOs about teaching and student learning ✓ Steps to improve SGOs for next year 	<p>Median Student Growth Percentile Use mSGP scores to discuss implications on summative evaluation and future professional goals:</p> <ul style="list-style-type: none"> ✓ Relationship between mSGP scores and other components of evaluation ✓ Impact of score for current observation scores and student achievement measures ✓ Implications of these data and summative evaluation for current PDP
<p>Professional Development Plan (PDP): Using the current PDP, discuss strategies for improving performance next year, such as:</p> <ul style="list-style-type: none"> ✓ Successes and challenges on this year's PDP ✓ Areas of professional development linked to information from evaluation ✓ Components and implementation of a Corrective Action Plan if warranted 	
<p>Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep a "signature page" in the teacher's file, listing the sign-off after each observation. (Source: AchieveNJ)</p>	



*What is the evaluation process... **Overall Non-Tenured Requirement?***

Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standard	Growth Objective (2)	Summative Conference
Non-Tenured (teacher/long term substitute starting prior to February 1 st)	3	30 (at least 30 minutes)	Required	Required	Round #1: 1,3,5	Required	Required
		30 (at least 30 minutes)	Required	Required	Round #2: 1,2,3,4		
		30 (at least 30 minutes)	Not Required	Required	Round #3: 4,5,6,7 <i>*Multiple Observers</i>		
Classroom/Site Visits	3	10 (at least 10 minutes)	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standard	Growth Objective (2)	Summative Conference
Non-Tenured (teacher/long term substitute hired AFTER February 1 st)	2	30 (at least 30 minutes)	Required	Required	Round #1: 1,2,3,4	Required	Not Rated Year
		30 (at least 30 minutes)	Required	Required	Round # 2: 4,5,6,7 <i>*Multiple Observers</i>		
Classroom/Site Visits	2	10 (at least 10 minutes)	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standard	Growth Objective (2)	Summative Conference
Non-Tenured (teacher/long term substitute hired AFTER March 15 th)	1	30 (at least 30 minutes)	Required	Required	1,2,3,4,5,6,7	Not Required	Not Required
		10	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standard	Growth Objective (2)	Summative Conference
Non-Tenured Corrective Action Plan (CAP)	4	30 (at least 30 minutes)	Required	Required	Round #1: 1,3,5	Required	Required
		30 (at least 30 minutes) Mid-Year Review	Required	Required	Round #2: 1,2,3,4		
		30 (at least 30 minutes)	Not Required	Required	Round #3: 4,5,6,7		
		30 (at least 30 minutes)	Not Required	Required	Round #4/CAP: 4,5,6,7 <i>*Multiple Observers</i>		
Classroom/Site Visits	3	10	Not Required	Via Media X			

What is the evaluation process... **Overall Tenured Requirement?**

Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standards Per Round	Growth Objective (2)	Summative Conference
Tenured (teacher/long term substitute)	2	30 (at least 30 minutes)	Required	At least one in-person conference	Round #1: 1,2,3,4 and 5 Round #2: 1,2,3,4,5,6,7	Required	Required
		30 (at least 30 minutes)	Not Required				
Classroom/Site Visits	3	10	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standards Per Round	Growth Objective (2)	Summative Conference
Tenured (education service professionals /long term substitute)	1	30 (at least 30 minutes)	Required	Required	1,2,3,4,5,6,7	Required	Required
Classroom/Site Visits	3	10	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standard Per Round	Growth Objective (2)	Summative Conference
Tenured Corrective Action Plan (CAP)	3	30 (at least 30 minutes)	Required	Required	Round #1: 1,3,5 Round #2: 1,2,3,4 Round #3: 4,5,6,7 <i>*Multiple Observers</i>	Required	Required
		30 (at least 30 minutes) Mid-Year Review	Required	Required			
		30 (at least 30 minutes)	Not Required	Required			
Classroom/Site Visits	3	10	Not Required	Via Media X			
Type of Support	Number	Minutes	Pre-Conference	Post Conference/Feedback	Observation Standards Per Round	Growth Objective (2)	Summative Conference
Tenured Corrective Action Plan (CAP) (education service professionals)	2	30 (at least 30 minutes)	Required	At least one in-person conference	Round #1: 1,2,3,4 and 5 Round #2: 1,2,3,4,5,6,7 <i>*Multiple Observers</i>	Required	Required

*What is the evaluation process... **CAP Observation?***

Conducting an Observation for Corrective Action Plan (where applicable)

Observations for Teachers on a CAP- Corrective Action Plan (CAP) any teaching staff member who is rated Ineffective or Partially Effective (summative score of 2.64 or below) on their evaluation will receive additional support through a Corrective Action Plan (CAP).

- At **least** one extra observation for a **minimum** of 30 minutes with a post-conference (N.J.A.C. 6A:10-2.5)
- At **least** two observers throughout the year, with the exception of districts that employ only one administrator
- Observations may not occur between receipt of summative score and implementation of a CAP

Key Consideration:

- ✓ Observations may not occur between receipt of summative score and implementation of a CAP. Clarifies that an evaluative observation may not occur until after the supports associated with a CAP are put into place.

Best Practice: CAP Observation Roles and Responsibilities



Staff Member Being Observed (I Do...)

Staff Member Conducting Observation (You Do...) We Do...

Staff members required to **develop a CAP must work with their immediate supervisor/s to create a plan focused on meeting the needs identified** through the performance evaluation process. The CAP must:

- Include specific goals for improvement and timelines for meeting those goals,
- Delineate the responsibilities of both teachers and administrators in implementing the plan.

1. Professional Development requirements stipulated in statute or regulation must be fulfilled.	1. The CAP does not preclude any other plans for improvement determined to be necessary by the immediate supervisor.
2. The CAP remains effective until the next annual performance review.	2. The progress of each teacher in meeting the goals of the CAP must be discussed during each post-observation conference.
3. One report required per observation, signed (electronically or on paper) by the immediate supervisor who conducted the observation/post-observation and the observed teacher • The teacher may attach a written objection within 7-10 workdays (Personnel File)	3. Conference to develop and discuss CAP may be combined with the teaching staff member's annual summary conference that occurs at the end of the year of evaluation.

The corrective action plan must be developed and the teaching staff member and his or her designated supervisor must meet to discuss the corrective action plan by **October 31st** of the school year following the year of evaluation, except: • If the ineffective or partially effective summative evaluation rating is received after **October 1st** of the school year following the year of evaluation, a corrective action plan must be developed within **25 staff member working days** following the school district's receipt of the teaching staff member's summative rating. • The staff member and supervisor may elect to develop the CAP as part of the annual evaluation conference at the end of the year. **Note: CAPs from the prior year that were submitted as NE (Not Evaluated) will resume/ start for this school year.**

Teachers with a CAP must receive a **mid-year evaluation**. • The progress of each staff member in meeting the goals of the CAP must be discussed during **each** post-observation conference and documented. • Further, the staff member's progress in meeting the goals of the CAP, together with data and evidence about that progress collected by the supervisor and teacher, must be documented in the teacher's personnel file. The data and evidence are reviewed during the annual summary evaluation conference and the mid-year evaluation.

Sign finalized observations/summative conference form after post conferences by both the immediate supervisor and the staff member. Applying signatures does not represent agreement with the observation.

Source: AchieveNJ

What are some guidelines for... **Corrective Action Plan?**

Table 13: Corrective Action Plan Template

Corrective Action Plan (CAP) Template

District Name	School Name	Date
Staff Member Name	Supervisor Name	Plan Begin/End Dates

I. Areas Identified for Improvement

No.	Areas Identified for Improvement	Sources of Information/Evidence	Corresponding Component of Evaluation Practice Instrument (if applicable)
1			
2			
3			

II. Goals and Professional Responsibilities

Area No.	Demonstrable Goals	Staff Member Responsibilities	Supervisor Responsibilities	Completion Date	Estimated Hours
1					
2					
3					

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

Staff Member's Signature: _____ Date: _____

Supervisor's Signature: _____ Title: _____ Date: _____

III. CAP Progress Summary

Interim Review of CAP Progress

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

My signature below indicates that I have reviewed the information recorded in the Interim Review of CAP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

Summative Review of CAP Progress

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

My signature below indicates that I have reviewed the information recorded in the Summative Review of CAP Progress and that I understand its contents:

Staff Member's Signature: _____ Date: _____

What are some professional development supports... *School Improvement Panel (SciP)?*

School Improvement Panel (SciP)

Novice (Year 1)

Will be in provisional teacher program and will be paired with a mentor for one year

Mentors will receive training from the district

Must be trained by the district on policies and procedures as well as teacher evaluation processes prior to being observed

Non-Tenured (Years 1 & 2) (Years 2 & 3)

New teachers to the district will receive tailored supports from school and district resources according to the teacher's individual professional development plan

Professional development will be monitored by the administration in conjunction with the School Improvement Panel (SciP)

Tenured

Tenured teachers will create an individual professional development plan that is tailored to their needs and strengths as determined by their final summative evaluation

Professional development will be monitored by the administration in conjunction with School Improvement Panel (SciP)

Until then, the teacher must meet local standards for having "a demonstrated record of success in the classroom." The principal has final responsibility for SciP membership but must consult with local association representative in determining a suitable teacher to participate. More staff members may be added to the SciP, provided that teachers represent at least one-third of the total membership.

SciP members may:

- ✓ Identify professional development opportunities for instructional staff members based on aggregate school evaluation and student performance data and other information.
- ✓ Oversee the mentoring of new teachers at the building level and support implementation of the district's mentoring plan.
- ✓ Ensure that the evaluation process is completed for all teachers.
- ✓ Support quality implementation of Corrective Action Plans for teachers rated Partially Effective or Ineffective – including a mid-year evaluation and additional observation – as required.
- ✓ Each SciP must include the school principal, an assistant/vice principal or a designee if the school does not have one, and a teacher. As of SY15-16, teachers serving on SciPs must have earned a rating of Effective or Highly Effective in the most recent evaluation.

What are some guidelines for... *Tenure Acquisition?*

Table 14: Teacher Tenure Acquisition Timeline

Teacher Tenure Acquisition Timeline

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> Participate in district mentoring program Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition 	<ul style="list-style-type: none"> To earn tenure, a teacher must receive an “effective” or “highly effective rating” on the annual summative rating in at least two of these three years The teacher must also be employed in the district for four years 		 Tenure Granted

The following chart displays how a missing summative evaluation rating **could affect** a tenured teacher. Summative Ratings 1, 2, and 3 represent three consecutive years during a teacher’s tenure:

Summative Rating 1	Summative Rating 2	Summative Rating 3	Action
Ineffective	No Rating	Ineffective	The superintendent shall file a charge of inefficiency.
Partially Effective	No Rating	Ineffective	
Ineffective	No Rating	Partially Effective	The superintendent may file a charge of inefficiency or may defer the filing until the next year; in the following year (i.e., the fourth consecutive year), the superintendent shall file a charge of inefficiency if the annual rating is Ineffective or Partially Effective.
Partially Effective	No Rating	Partially Effective	

Scenario	Year 1	Year 2	Year 3	Year 4	Result in Year 5
No Leave of Absence	Mentoring Year - no impact on tenure	<i>Partially Effective</i>	<i>Effective</i>	<i>Effective</i>	Teacher earns tenure after one day of employment.
Leave in Year 3 with Two Effective Ratings		<i>Effective</i>	Leave from Sept. - Apr.; No Rating	<i>Effective</i>	Teacher earns tenure later in the year. (Exact month depends on length of leave.)

What are some guidelines for...*Revocation of Tenure?*

Table 15: Revocation of Tenure

Year A Rating	Year B Rating*	Action
Ineffective	Ineffective	The superintendent shall file a charge of inefficiency
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency or may defer the filing until the next year. The superintendent shall file a charge of inefficiency if the third consecutive annual rating is ineffective or partially effective
Partially Effective	Partially Effective	

*What are some guidelines for... **Withholding of Increment?***

Withholding of increment may be exercised for staff members who engage in unprofessional or unbecoming behavior. The chart below indicates situations warranting the withholding of an increment for unprofessional or unbecoming conduct, but is not limited to:



- ✓ **Misuse or abuse of sick and personal absences, as reflected in patterns of use**
- ✓ **Insubordination**
- ✓ **Willful neglect of job duties**
- ✓ **Failure to supervise students**
- ✓ **Improper physical contact with students**
- ✓ **Use of, or threat of use of, force with a student (or another staff member)**
- ✓ **Harassment, intimidation or bullying of a student (or another staff member)**
- ✓ **Retaliation against a student**

*What are some guidelines for...**Non-Renewal?***

- ✓ Complete required observations for non-tenured certificated teaching staff member.
- ✓ Submit cover letter to Assistant Superintendent recommending non-renewal of employment of teaching staff member.
- ✓ Include detailed rationale and reason for non-renewal within cover letter.
- ✓ Attach documentation and evidence with cover letter:
 - Hard copies of observation written reports.
 - Additional supporting documentation including, but not limited to: attendance records, warning letters, email communications, improvement plans, professional development and coaching records, student achievement data.
- ✓ **Complete Final Summative Evaluation Report and Conference for non-tenured certificated teaching staff.**
- ✓ **Submit hard copy of report, all supporting documentation, and completed non-renewal recommendation package to Assistant Superintendent.**
- ✓ **Board of Education will provide written notice of Non-Renewal of Employment to affected non-tenured certificated teaching staff member.**
- ✓ **Development of a written statement of reasons for non-renewal.**
- ✓ **Appearance before Board at a Donaldson Hearing.**



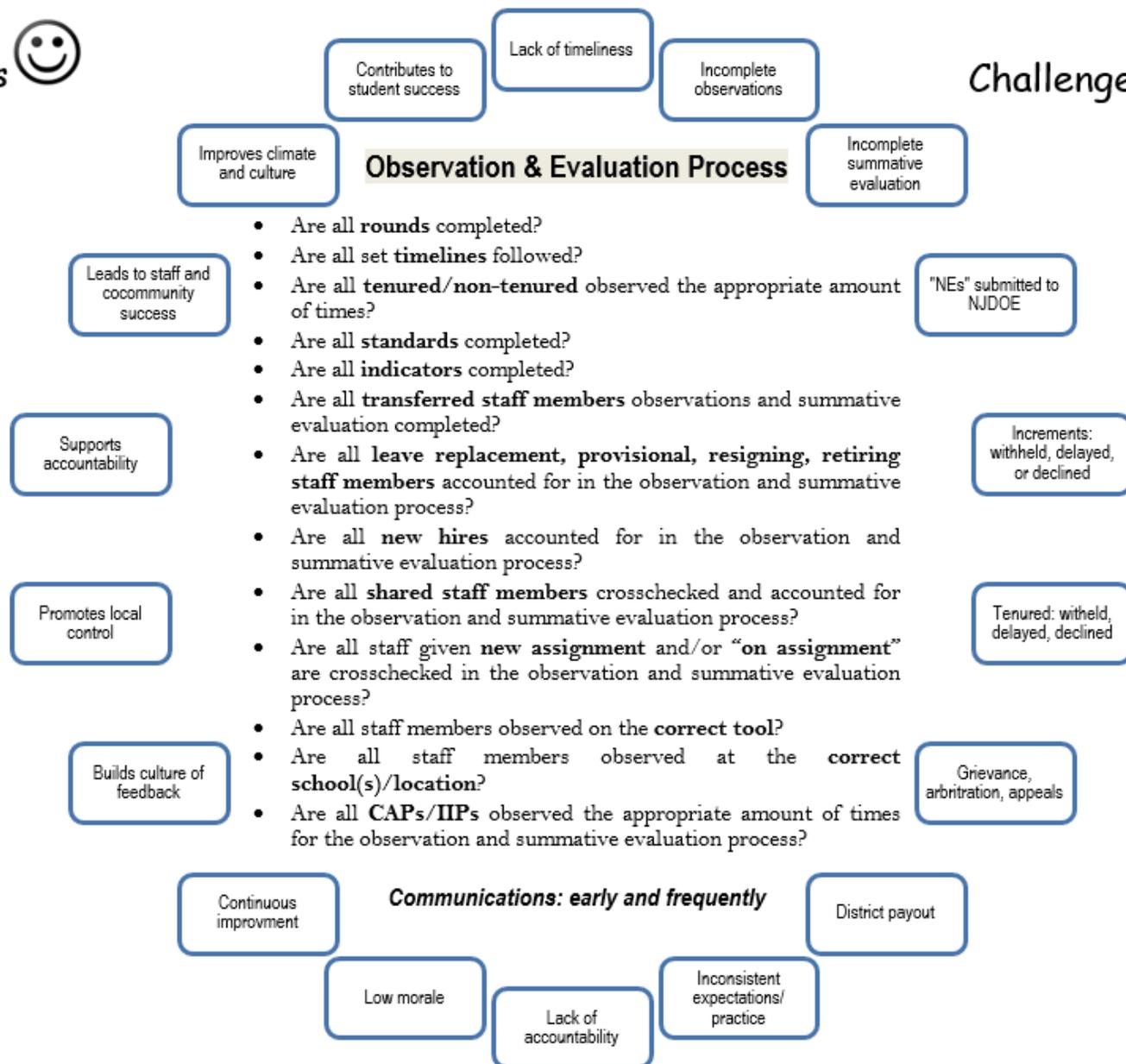
Concluding the Summative Evaluation for the School Year

1. All rounds of the observations are completed for each of my designated staff member (reference PC list/route sheet to account for all staff members) with appropriate electronic signatures
2. All standards within each round are completed for each designated staff member
3. All indicators within each standard are completed for each designated staff member
4. All staff members within my school (shared, new hires, new assignment, resignation, transferred and/or on leave of absence) are accounted within the observation process
5. I verified all my staff members against my school Position Control List/Staff Routing Sheet to see if I am missing any staff members
6. All observations are completed on the correct tool for each of my staff member with **all applied signatures**
7. All non-tenured CAPs are observed four times within the correct round with **all applied signatures**
8. All tenured CAPs are observed three times within the correct round with **all applied signatures**
9. All my observations within my school/department received a post conference and pre-conference where designated
10. All observations are signed by both the staff and administrator within Media X system



Celebrations

Challenges



“Training shall be provided on each component of the evaluated teaching staff member’s evaluation rubric before the evaluation of a teaching staff member.” ~NJAC 6A:10-2.2

Professional Educator Rubrics are found on the District's Accountability webpage.

What is a performance rubric? A performance rubric is a summary rating scale that describes acceptable performance levels for each of the performance standards in relation to **instruction/program expectations** for the school/department. Spend time with your immediate supervisor and colleague to unpack sources of evidence for the respective rubric.

It is important to consider the question of:

- *What is expected* of the staff member
- *How will we know* if the staff member is fulfilling the performance standard.

During an observation, the rubric is used to guide the observer in determining and documenting:

How well a standard is performed and achieved in relation to the instruction/program expectations for the school/department?

Instructional and/or Program Model

Do you know **what is expected of you?**

- This is the basis for your observation along with adherence to the curriculum/supports to learning
- This is the basis for the feedback you will receive from your observer
 - Feedback must reinforce the instructional and/or program model, direct and explicit reference should be made to these areas for all observations.

Unpacking Standards: Identifying Quality Evidence

JIGSAW METHOD (90-120 minutes):

1. Collaboratively review/ brainstorm what is your understanding of respective standard (discussion/warm-up segment)
2. Turn to the actual standard and review each indicator (Jigsaw Method)
3. Within each indicator list and explain the jointly determined evidence for each indicator with the given standard (Use rubric to support evidence collection along with your instructional model/program model)
4. Record your/team's evidence for **each sub-category** of the given standard
5. Identify who/individuals that will share evidence for each sub-category
6. All others will listen/take notes for all other standards/indicators
7. Be prepared to cite evidence to support reflective scenarios/question and answer. Reference the instructional/program model used within your school/department.

