

2025-2026

## Certificated Staff Evaluation Handbook



Assistant Superintendent for Human Resources  
Freehold Regional High School District

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**ELEVEN PINE STREET  
ENGLISHTOWN, NJ 07726**

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## OUR MISSION

The schools of the **Freehold Regional High School District** form a diverse and supportive community offering innovative and comprehensive programs that inspire students to maximize their potential, preparing them to navigate an evolving global society.



*Colts Neck High School*



*Freehold Borough High School*



*Freehold Township High School*



*Howell High School*



*Manalapan High School*



*Marlboro High School*

## Contents

Introduction.....	4
Marzano Focused Evaluation Models.....	5
Staff Evaluation	
Overview.....	7
Observation/Evaluation	
Process.....	8
Minimum Numbers and Types of Observations	
Required.....	10
Approximate Timeline for Observations and	
Evaluations.....	11
Certificated Instructional Classroom Staff: Specific	
Guidelines.....	13
Certificated Non-Classroom Support Staff.....	21
Summative Principal and Assistant Principal Evaluation 2025-2026.....	30
Summative Administrative Supervisor, Academic Supervisor, School Counselor Supervisor, and SECA	
Evaluations 2025-2026.....	31
Appendix A-Glossary.....	34
Appendix B-Desired Effects.....	38
Appendix C- FAQ.....	39
Appendix D-Additional Resources.....	40



## INTRODUCTION

The "Teacher Effectiveness and Accountability for the Children of New Jersey" Act (TEACHNJ) was approved by the state legislature and signed into law by the governor of New Jersey on August 6, 2012. It is the statutory force behind changes in certificated staff evaluation in New Jersey's public schools. You can find additional information about the legislation at the following link: [CHAPTER 26 AN ACT concerning school employees, revising various parts of the statutory law, and supplementing chapters 6 and 28](#). For the operational version of this legislation, please visit: [N.J.A.C. 6A:10, Educator Effectiveness](#).

Adoption of a formative educator evaluation system focuses on improvement in the quality of classroom instruction and educational services delivered to students. Sustainable, growth-oriented staff evaluation flows from the belief that an educator's professional development is a career-long process.

Communication between the observer/evaluator and the learner (teacher or educational services professional) must include frequent collaborative discussions and supportive professional development opportunities and training. Freehold Regional High School District is committed to a meaningful adult learning and growth process for all certificated staff members.

Educator evaluation is also fundamental to conversations focused on improving the overall teaching and learning process and, ultimately, student achievement in our schools. Effective implementation of learning standards linked to the delivery of classroom instruction, educational services, and professional learning will support improved student achievement. Under TEACHNJ law, using student growth scores in educator evaluation is a legislated practice in New Jersey.

The District Evaluation Advisory Committee (DEAC) of the Freehold Regional High School District researched several educator evaluation frameworks in 2012 (among them the models of Stronge, McREL, Danielson, and Marzano) and, via informed consensus, concluded that an integrated system that includes data-gathering, information sharing, and opportunities for professional learning and growth would best suit our district. In 2013, the DEAC selected the Marzano Evaluation Framework, including the iObservation technology platform, based on the research of Dr. Robert J. Marzano, to serve as the new educator evaluation framework and rating rubric for the Freehold Regional High School District. The DEAC continued as a legislative mandatory standing committee through SY 2017-2018.

## **MARZANO FOCUSED EVALUATION MODELS**

### **THE MARZANO TEACHER EVALUATION MODEL**

The design goal of teacher evaluation systems is to allow administrators/observers to distinguish among levels of teacher performance fairly and objectively. Teacher evaluation models also provide a methodology to support teacher growth as teachers make the instructional shifts necessary to support students in rigorous, standards-based classrooms.

Developed in partnership with Dr. Robert J. Marzano, the Focused Teacher Evaluation Model draws on decades of research to construct an objective framework for measuring and improving teacher performance. Each of its 23 core competencies includes a focus statement, a desired effect, sample instructional techniques, and, when appropriate, strategies for evaluating student work, reinforcing the natural link between core instruction and teacher accountability. This model supports rigorous, standards-based teaching and learning in every classroom. As a compliment to the classroom model, the Focused Non-Classroom Instructional Support Personnel Evaluation Model, designed for certificated/educational services professionals whose primary role is to support students and classroom teachers, simplifies the observation/evaluation process best reflecting the practices of instructional support personnel through 11 core competencies.

The Marzano focused teacher evaluation model is a revised version of the research-validated Marzano Teacher Evaluation Model created by a partnership between Robert J. Marzano and Learning Sciences International in 2010. The Focused Evaluation Model addresses emerging needs identified by Learning Sciences Marzano Center researchers. The model is a scientific-behavioral evaluation system validated through reliability studies. Based on objective metrics aligned to specific standards-based strategies, this system creates reliability for observers and improved inter-rater scoring agreement throughout the evaluation process. This behavioral approach emphasizes observable elements with specific evidence of effectiveness to determine scores and construct feedback, as opposed to constructivist approaches that determine evaluation scores based on lesson scripting and employing a much larger number of elements. This model is comprised of four domains or areas of expertise, progressively guiding a teacher from planning to implementation of instructional strategies to awareness of conditions for learning in the classroom and to professional responsibilities. There are twenty-three elements, each with its own corresponding rubric providing a common scale, desired student outcomes/effects, and sample teacher evidence. Critical to the model is not only the teacher's use of instructional strategies but also the monitoring of learning through student evidence. This evidence becomes the measure for determining the effect of a teacher's use of instructional strategies.

### **THE MARZANO FOCUSED NON-CLASSROOM INSTRUCTIONAL SUPPORT PERSONNEL EVALUATION MODEL**

The Marzano non-classroom instructional support evaluation model is rooted in the common language (see **Appendix A**) of the Marzano Focused Teacher Evaluation Model but has been adapted to capture the unique responsibilities of personnel who support instruction through providing educational services at the school and district levels. The Focused Instructional Support Personnel Evaluation Form promotes growth as well as measurement, with focused goals/specific behaviors correlated with increased student achievement. The model is organized into four domains with specific elements that support schools and districts.

### **THE MARZANO SCHOOL LEADER AND DISTRICT LEADER EVALUATION MODELS**

The district also utilizes the school leader and district leader models for staff evaluation. These models follow the same framework of focused domains and specific elements correlated with increased student achievement.

## **THE MARZANO EVALUATION MODEL- RESEARCH BACKGROUND**

The Focused Teacher Evaluation Model (FTEM) draws from the foundational concepts and research articulated in Robert Marzano's *The Art and Science of Teaching* (2007 & 2017). Also, earlier works, including *What Works in Schools* (Marzano, 2003); *Classroom Instruction that Works* (Marzano et al., 2001); *Classroom Management that Works* (Marzano et al., 2003) and *Classroom Assessment and Grading that Works* (Marzano, 2006). FTEM incorporates findings outlined in John Hattie's seminal work, *Visible Learning* (2008), which synthesized 800 meta-analyses related to student achievement.

This is the largest ever evidence-based research into what actually works in schools to improve learning. Additionally, cognitive psychologist Anders Eriksson, whose research dispelled many myths surrounding acquiring teacher expertise, influenced the model. A major premise of Eriksson's research is that individuals can improve with clear goals and expert feedback. More recently, Hattie has suggested that the difference between novice and expert teachers is that they focus on improving their practice in specific areas. The evaluation model focuses teachers' attention on specific instructional elements correlated to student achievement, supporting a common language of instruction throughout schools and districts.

Alignment of Marzano Focused Teacher Evaluation Model and the InTASC Model Core Teaching Standards

<b>InTASC Model Core Teaching Standards</b>	<b>Marzano Focused Model Elements Core Teaching Standards</b>
Standard 1: Learner Development	1, 3, 15, 19, 20
Standard 2: Learning Differences	3, 19, 20
Standard 3: Learning Environments	15, 16, 17, 18, 19, 20
Standard 4: Content Knowledge	1, 2, 4, 22
Standard 5: Application of Content	1, 2, 10, 11, 13
Standard 6: Assessment	14
Standard 7: Planning for Instruction	1, 2, 3
Standard 8: Instructional Strategies	4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Standard 9: Professional Learning and Ethical Practice	21, 22, 23
Standard 10: Leadership and Collaboration	1, 2, 3, 22, 23

## **SUMMARY**

In summary, the creation of FTEM, like its predecessor model, utilized thousands of studies conducted over the past five-plus decades. Dr. Marzano's published works include references to that research and application of it to the classroom. Dr. Marzano's work has been widely used by K-12 educators worldwide. In addition, experimental/control studies have established a more direct causal link with enhanced student achievement. Correlation studies have also been conducted indicating positive correlations between the elements of the model and student mathematics and reading achievement. Additionally, studies of the Marzano model have examined its effects on classroom technology, indicating a high correlation with the effective classroom use of digital whiteboard technology. Ultimately, FTEM recognizes effective instruction with student evidence as the critical factor.

## STAFF EVALUATION OVERVIEW

Certificated educators and observers have received training through Learning Sciences International (LSI) and the Freehold Regional High School District (FRHSD). Comprehensive training and annual refresher training occur for all observers who evaluate certificated staff members in the system. The district will monitor educator evaluations for calibration, including inter-rater observer reliability and consistency. New Jersey statute requires that all educators be informed annually of the criteria and procedures associated with the evaluation process, including policies and regulations.

The Freehold Regional High School District annually updates its certificated staff evaluation manual to reflect the TEACHNJ statutes and the required procedures associated with the evaluation process. The certificated staff evaluation manual for instructional and non-classroom instructional support personnel is located at [www.frhsd.com](http://www.frhsd.com) under the tab **STAFF RESOURCES**, then **STAFF FORMS**.

Certificated staff must review the staff evaluation handbook within the first ten (10) days of employment.

Clarification of any questions that may arise throughout the observation and evaluation process should be addressed to the staff member's immediate supervisor or building Principal for resolution.

There is a FAQ located in **Appendix B** to assist staff.

**Background:** The Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act, signed into law (P.L.2012, c.26) on August 6, 2012, was established to raise student achievement by improving instruction through the adoption of evaluations that:

- Provide specific feedback to educators
- Identify areas for growth
- Guide professional development
- Inform personnel decisions

Educator Evaluation resources can be accessed via the following link: [Educator Evaluation](#)

TEACHNJ provides four (4) annual summative rating categories for certificated staff: **Highly Effective, Effective, Partially Effective, and Ineffective**. Multiple measures of evidence of demonstrative student learning/achievement and administrative observations of practice form the foundation of the ratings.

## OBSERVATION/EVALUATION PROCESS

Instructional practice, measured by criteria in the iObservation system, warehouses all observation data throughout the observation period each year, including evidence of practice gathered through direct observation as well as in collaborative conferences.

The iObservation system assists educators in identifying potential areas for individual growth/development, enables the delivery of tiered/differentiated support, assists observers in monitoring growth, and provides focused feedback in a common language of practice.

Non-tenured certificated staff are observed a minimum of three (3) times in SY 2025-2026. Tenured staff are observed a minimum of two (2) times in SY 2025-2026. The observation period will commence on September 26, 2025, and conclude on April 30, 2025, for non-tenured staff and on or about June 1, 2026, for tenured staff. All certificated staff members receive a written summative evaluation in May or June 2026.

Certificated staff members who end the school year with a summative rating of Ineffective or Partially Effective receive a corrective action plan (CAP). The CAP replaces the professional development plan (PDP) for the following school year. A minimum of four (4) observations, a mid-year evaluation, and a summative evaluation are required for all certificated staff on a CAP.

Teachers or non-classroom professionals employed here for five (5) months or more in a long-term substitute (LTS) per annum position are observed and evaluated during their employment (a minimum of three (3) observations and a summative evaluation) in iObservation.

### UPDATED GUIDANCE FOR THE 2025-2026 AND 2026-2027 SCHOOL YEARS

On June 30, 2025, Governor Murphy signed P.L. 2025, c. 79, extending P.L. 2024, c. 14, which required the halt of the collection of new SGO data for teachers. This new law is not only an extension, but also halts the collection of administrator goal data for tenured principals, assistant principals, and vice principals. For both sets of educators, this extension will remain in place for the 2025-2026 school year through the next expiration and subsequent readoption of N.J.A.C. 6A:10, which is set for after the 2026-2027 School Year.

These laws impact the evaluation process for educators by temporarily revising the requirements for Student Growth Objectives (SGOs) and Administrator Goals for tenured Teachers, Principals and Assistant Principals Here are the relevant changes and how they affect educators:

1. **Temporary Suspension of SGO Data Collection:** For the 2025-2026 and 2026-2027 school years, the collection of new SGO and Administrative Goal data from TENURED STAFF is halted. Local Educational Agencies (LEAs) are instructed to use the most recent SGO/Administrative Goal data from the last year in which TENURED educators completed SGOs/Administrative Goals for their evaluations.
2. **Requirements for Specific Educators:** The following groups are required to design and complete SGOs/Administrative Goals during the 2025-2026 and 2026-2027 school years despite the general suspension:
  - Teachers, Principals, Assistant Principals in their first year of employment in the LEA;
  - Teachers, Principals, and Assistant Principals who do not have a record of pre-existing SGOs/Administrative Goals; and
  - All non-tenured Teachers, Principals, and Assistant Principals.

- NOTE: If you attain tenure on or before February 1, 2025 you will not be required to develop and complete SGOs/Administrative Goals for the 2025-2026 or 2026-2027 school years.

For teachers on extended leave required to complete SGOs: Even teachers who are not present for a portion of student school days may receive a summative evaluation rating as long as they have both a practice score and a student achievement score meeting the minimum requirements. Observations and student growth objectives (SGOs) may have to occur in a narrower timeframe than usual. For SGOs, it is best if teachers are present for a continuous 9-week period.

Teachers who are required to set SGOs but did not set them before the October 31 deadline due to an extended absence should set them immediately upon their return to the classroom.

Non-tenured staff present for less than 40% of the total school days in an academic year must receive at least two (2) observations and must complete SGOs that reflect the instructional period for which they are present.

A staff member should not receive a final teacher practice score (and thus cannot receive a summative evaluation rating) unless the minimum observation requirements have been met.

The building principal shall inform the Assistant Superintendent for Human Resources if a staff member's status requires reporting to the state department of education as the staff member **"NOT EVALUATED"** for SY 2025-2026.

## MINIMUM NUMBERS AND TYPE OF OBSERVATIONS REQUIRED

### Summary of Evaluations by Teacher Type

Teacher Categories		Total Minimum # of Observations	Multiple Observers	Announced
Non-Tenured	Years 1-4	3 (2 long, 1 short)	Required	1 minimum
Tenured		2 (1 long, 1 short)	Recommended	1 minimum

#### **Additional notes on observations:**

**Corrective Action Plan:** Certificated staff members who receive an Ineffective or Partially Effective rating must have one additional observation, a mid-year evaluation, a summative evaluation, and multiple observers conducting observations. A CAP replaces a staff member's PDP (professional development plan) for the duration of the CAP.

**Short observations:** 20 minutes, with a post-conference

**Long observations:** may only occur during regular school days, with no long observations during early dismissal or delayed opening days; must be duration of class period with a post-conference; long observations for non-tenured teachers must have a pre-conference. Long observations beyond the minimum requirements do not require pre-conferences.

**Announced vs. Unannounced observations:** Within the minimum requirements, all certificated staff members must have at least one unannounced and one announced observation preceded by a pre-conference.

**Non-tenured certificated staff present for less than 40% of total school days in an academic year:** a minimum of two observations are required.

**Post-conferences:** Following each observation, certificated staff members and their observers **must** hold post-conferences. These conferences must be face-to-face for non-tenured certificated staff members and at least one for tenured certificated staff members. Within a school year, the post-observation conference must take place prior to the occurrence of further observations for the purpose of evaluation.

**APPROXIMATE TIMELINE FOR OBSERVATIONS AND EVALUATIONS**

	Non-Tenured	Tenured	Staff Member assigned CAP (Corrective Action Plan)
Marking Period			
MP1	Observation		Observation
MP2	Observation	Observation	Observation and submit a mid-year evaluation
MP3	Observation	Observation	Observation
	Submit final summative evaluation		Observation and submit a final summative evaluation
MP4	Submit final summative evaluation	Submit final summative evaluation	

# **Certificated Instructional Classroom Staff**

## CERTIFICATED INSTRUCTIONAL CLASSROOM STAFF: SPECIFIC GUIDELINES

### Domain-Element Summary

The teacher evaluation model includes four domains, or focused areas of expertise, applicable to certificated instructional classroom staff, including twenty-three (23) elements:

- Three (3) elements in the Standards-Based Planning Domain
- Ten (10) elements in the Standards-Based Instruction Domain
- Seven (7) elements in the Conditions for Learning domain
- Three (3) elements in the Professional Responsibilities Domain

The specific elements for each domain and associated protocols are in the iObservation platform under the “OBSERVATION” tab, then “PREVIEW FORMS.”

### Desired Effect

If the teacher uses and monitors the strategy appropriately, each of the elements (core competencies) has a specific desired effect.

The desired effect or the optimum outcome expected with effective implementation is referenced in **Appendix B**.

**REQUIRED MINIMUM SCORED DATA POINTS, 2025-2026 (CLASSROOM TEACHERS)****Domain-Elements Summary**

Standards-Based Planning	Standards-Based Instruction
3 elements (2) minimum non-tenured (2) minimum tenured 13%	10 elements (7) minimum non-tenured (5) minimum tenured 44%
Conditions for Learning	Professional Responsibilities
7 elements (6) minimum non-tenured (4) minimum tenured 30%	3 elements (2) minimum non-tenured (2) minimum tenured 13%

**Observation Ratings**

The Marzano Educator Evaluation Framework uses a five (5)-level rubric to rate instructional practice and provide feedback in a common language to educators on their use of the elements (core competencies). Protocols are contained for each element (core competencies) in the iObservation platform under the "OBSERVATION" tab. Then, select "PREVIEW FORMS" for an explanation of the evidence necessary to meet each category's rating.

Not Using	Beginning	Developing	Applying	Innovating
(0)	(1)	(2)	(3)	(4)

Collecting instructional evidence across all observable scored elements in the framework will result in a Practice Status Score contributing 85% to the overall summative evaluation for the school year 2025-2026.

Note: Not all twenty-three (23) elements must be observed/scored during the school year.

**PROCESS FOR DETERMINING ANNUAL INSTRUCTIONAL PRACTICE SCORE (TEACHERS)**

Step 1	Rate observable elements at the appropriate level throughout all observations. Innovating (4) Applying (3) Developing (2) Beginning (1) Not Using (0)
Step 2	Count the number of ratings at each level for each of the domains.
Step 3	For each domain, determine the percentage of the total each level represents.
Step 4:	Identify the Domain Score using the proficiency scales below.

**EXAMPLE FOR A CLASSROOM TEACHER: INSTRUCTIONAL PRACTICE STATUS SCORE, 2025-2026**

**Score Calculation Steps**

Step 1	Rate observable elements at the appropriate level throughout all observations.				
Step 2	Count the number of ratings at each level for each of the four domains:				
		Domain 1	Domain 2	Domain 3	Domain 4
	Innovating (4)	1	2	1	0
	Applying (3)	3	4	3	2
	Developing (2)	1	1	0	4
	Beginning (1)	0	0	0	0
	Not Using (0)	0	0	0	0
	Total observed	5	7	4	6
Step 3	For each domain, determine the percentage of the total each level represents:				
		Domain 1	Domain 2	Domain 3	Domain 4
	Innovating (4)	20% (1/5)	29% (2/7)	25% (1/4)	0% (0/6)
	Applying (3)	60% (3/5)	57% (4/7)	75% (3/4)	33% (2/6)
	Developing (2)	10% (1/5)	14% (1/7)	0% (0/4)	67% (4/6)
	Beginning (1)	0% (0/5)	0% (0/7)	0% (0/4)	0% (0/6)
	Not Using (0)	0% (0/5)	0% (0/7)	0% (0/4)	0% (0/6)
Step 4:	Identify the Domain Score using the proficiency scales below.				

### PROFICIENCY SCALE FOR NON-TENURED AND TENURED TEACHERS

In the example, the teacher would receive a "3 - Effective" rating for Domains 1, 2, and 3 and a "2 - Partially Effective" rating for Domain 4.

Category	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)
Domain 1	Greater than or equal to 50% at Level 1 or 0	Less than 55% at Level 3 or higher and less than 50% at Level 1 or 0	At least 55% at Level 3 or higher	At least 55% at Level 4
Domain 2	Greater than or equal to 50% at Level 1 or 0	Less than 55% at Level 3 or higher and less than 50% at Level 1 or 0	At least 55% at Level 3 or higher	At least 55% at Level 4
Domain 3	Greater than or equal to 50% at Level 1 or 0	Less than 55% at Level 3 or higher and less than 50% at Level 1 or 0	At least 55% at Level 3 or higher	At least 55% at Level 4
Domain 4	Greater than or equal to 50% at Level 1 or 0	Less than 55% at Level 3 or higher and less than 50% at Level 1 or 0	At least 55% at Level 3 or higher	At least 55% at Level 4

### INSTRUCTIONAL PRACTICE SCORE CALCULATION

This example uses results from the previous examples.

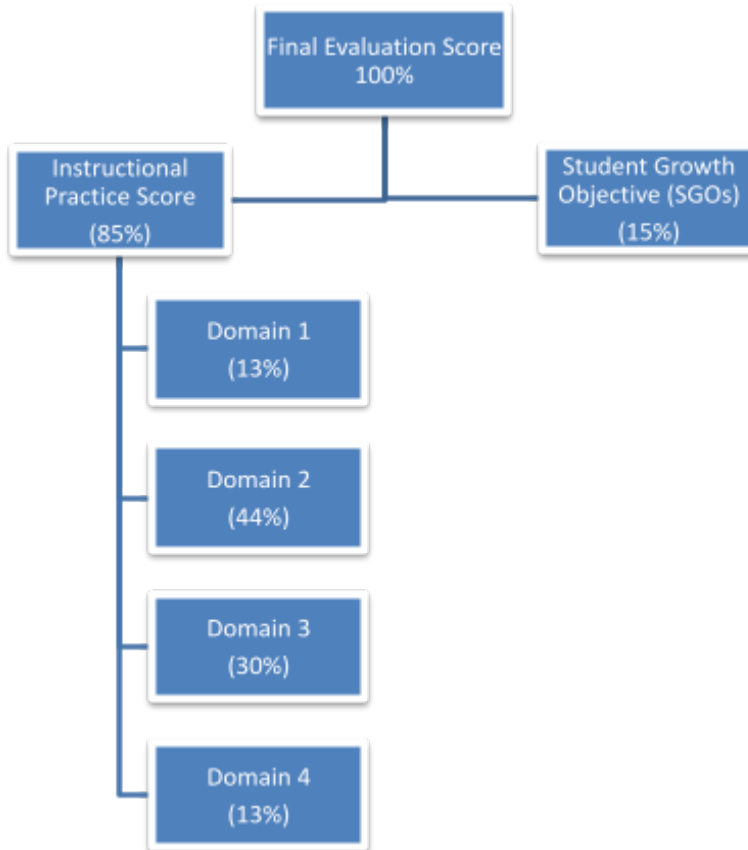
	Domain 1	Domain 2	Domain 3	Domain 4
Status Score	3 (Effective)	(3) Effective	(3) Effective	(2) Partially Effective
Weight	13%	44%	30%	13%
Weighted Score	.39	1.32	.9	.26
Instructional Practice Score	2.87 (Sum of Weighted Scores)			
Instructional Practice Rating	<b>Effective</b>			

**FINAL INSTRUCTIONAL PRACTICE SCORE: (85% OF THE ANNUAL SUMMATIVE EVALUATION CALCULATION)**

See Teacher Evaluation guidance for more details about evaluation scoring: [Teacher Evaluation](#).

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1.0-1.84	1.85-2.64	2.65-3.4	3.5-4.0

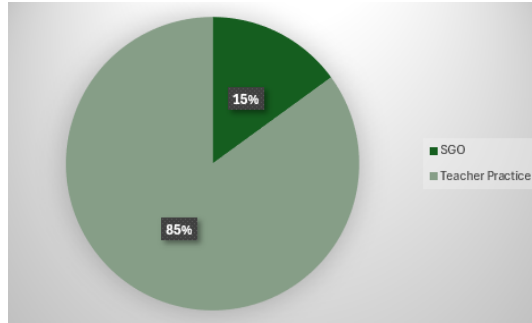
**FINAL SUMMATIVE CALCULATION IN NEW JERSEY, 2025-2026 (TEACHERS)**



For the 2025-2026 school year, new Student Growth Objective (SGO) data collection has been temporarily suspended. Local Educational Agencies (LEAs) are instructed to use the most recent SGO data from the last year educators completed SGOs for evaluations. Despite this general suspension, specific groups of educators are required to design and complete SGOs. These include teachers in their first year of employment within an LEA, teachers without a record of pre-existing SGOs, and all non-tenured teachers.

All certificated staff receive their annual summative score via a conference with the building administrative observer in May or June.

The NJDOE has determined the weightings for the annual summative evaluation calculation for the 2025-2026 school year: 85% will be based on instructional teacher practice and 15% on student achievement, as measured by Student Growth Objective (SGO) scoring.



**FINAL SUMMATIVE RATING SCALE: PRACTICE + STUDENT ACHIEVEMENT (SGOs)**

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1.0-1.84	1.85-2.64	2.65-3.4	3.5-4.0

**IMPLICATIONS FOR TENURE**

**Earning Tenure:** According to the TEACHNJ Act, to earn tenure, all teachers hired after August 12, 2012, must:

1. Be employed in the school district for
  - a. Four (4) consecutive calendar years;
  - b. Four (4) consecutive academic years plus one day at the beginning of the succeeding academic year; or
  - c. The equivalent of more than four (4) academic years within a period of any five(5) years;

**AND**
2. Earn at least two (2) summative evaluation ratings of Effective or Highly Effective within the last three (3) academic or calendar years leading to tenure.

**Impact of Extended Leave on Tenure:** According to the TEACHNJ Act, to earn tenure, all teachers hired after August 12, 2012, must:

1. Be employed in the school district for
  - a. Four (4) consecutive calendar years.
  - b. Four (4) consecutive academic years plus one day at the beginning of the succeeding academic year; or
  - c. The equivalent of more than four (4) academic years within a period of any five (5) years.

**AND**
2. Earn at least two (2) summative evaluation ratings of Effective or Highly Effective within the last three academic or calendar years leading to tenure.

For example, if a teacher does not receive a summative rating for one year after the first mentoring year but has at least two years of effective ratings, an extended absence may not delay tenure. However, a teacher earning a Partially Effective or lower rating within the last three years leading to tenure who did not receive a rating one of those years must wait to earn an Effective or better rating to be eligible, as shown below (see Table 1). The table below provides operational guidance but is not exhaustive.

Table 1: Tenure scenarios for teachers

Scenario	Year 1	Year 2	Year 3	Year 4	Result in Year 5
No Leave of Absence	Mentoring Year – no impact on tenure	Less than effective	Effective	Effective	Teachers earn tenure after one day of employment.
Leave in Year 3 with Two Effective Ratings		Effective or higher	Leave from Sept. - Apr.; No Rating	Effective	Teacher earns tenure later in the year (The exact month will depend on the length of the leave of absence)
Leave in Year 3 with one year of a Partially Effective rating in Year 2		Less than Effective	Leave from Sept. - Apr.; No Rating	Effective	A rating of Effective or Highly Effective results in tenure awarded.
Leave in Year 3 with a Partially Effective rating in Year 4		Effective or higher	Leave from Sept. - Apr.; No Rating	Partially Effective	A rating of Partially Effective or Ineffective and tenure not awarded.

## **HOW DO THE ANNUAL EVALUATION RATINGS AFFECT TENURED STAFF?**

Losing Tenure: The TEACHNJ Act establishes standards for filing an inefficiency tenure charge against a tenured teacher in accordance with the chart below:

Year "A" Rating	Year "B" (Consecutive)	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 <u>or</u> may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	

**\*IN ADDITION, A SUPERINTENDENT MAY FILE A CHARGE OF INEFFICIENCY WITHOUT TWO YEARS OF POOR SUMMATIVE EVALUATION RATINGS AND MAY ALSO FILE TENURE CHARGES FOR INCAPACITY, CONDUCT UNBECOMING SUCH A TEACHING STAFF MEMBER, OR OTHER CAUSE.**

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	Potential 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	



**Certificated  
Non-Classroom  
Support Staff**



**CERTIFICATED NON-CLASSROOM SUPPORT STAFF**

**FINAL SUMMATIVE CALCULATION IN FRHSD, 2025-2026**

(Certificated non-classroom instructional support staff)

**Note:** For 2025-2026, one hundred percent (100%) of a certificated non-classroom instructional support staff member’s summative annual evaluation score comes from the practice score recorded in iObservation.

**REQUIRED MINIMUM SCORED DATA POINTS 2025-2026:**

Domain 1: Planning and Preparing to Provide Support	Domain 2: Supporting Student Achievement
3 elements (2) minimum non-tenured and tenured 27%	2 elements (2) minimum non-tenured and tenured 19%
Domain 3: Continuous Improvement of Professional Practice	Domain 4: Professional Responsibilities
2 elements (2) minimum non-tenured and tenured 18%	4 elements (3) minimum non-tenured and tenured 36%

**OBSERVATION RATINGS**

The Marzano Educator Evaluation Framework uses a five (5) -level rubric to rate instructional practice and provide feedback in a common language to educators on their use of the elements (core competencies). Protocols are contained for each element (core competencies) in the iObservation platform under the “OBSERVATION” tab. Then, select “PREVIEW FORMS” for an explanation of the evidence necessary to meet each category’s rating.

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
------------------	------------------	-------------------	-----------------	-------------------

The evidence collection across all observed, scored elements in the framework results in an overall practice score contributing 100% to the summative evaluation for the school year 2025-2026.

Note: Not all eleven (11) elements must be observed/rated during the school year.

**PROCESS FOR DETERMINING ANNUAL INSTRUCTIONAL PRACTICE SCORE:**

Step 1	Rate observable elements at the appropriate level throughout all observations.  Innovating (4)  Applying (3)  Developing (2)  Beginning (1)  Not Using (0)
Step 2	Count the number of ratings at each level for each of the domains
Step 3	For each domain, determine the percentage of the total each level represents
Step 4:	Identify the Domain Score using the proficiency scales below.

**PROFICIENCY SCALE FOR ALL CATEGORIES OF STAFF**

(Category)	Ineffective (1)	Partially Effective (2)	Effective (3)	Highly Effective (4)
Domain 1	Greater than or equal to 50% at Level 1, 0	Less than 55% at Level 3 or higher and less than 50% at Level 1, 0	At least 55% at Level 3 or higher	At least 55% at Level 4
Domain 2				
Domain 3				
Domain 4				

**EXAMPLE FOR AN INSTRUCTIONAL SUPPORT MEMBER: PRACTICE STATUS SCORE, 2025-2026**

Step 1	Rate observable elements at the appropriate level throughout all observations.				
Step 2	Count the number of ratings at each level for each of the four domains:				
		Domain 1	Domain 2	Domain 3	Domain 4
	Innovating (4):	1	1	0	1
	Applying (3)	6	2	4	4
	Developing (2)	2	3	0	1
	Beginning (1)	1	0	0	0
	Not Using (0)	0	0	0	0
	<b>Total used</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>6</b>
Step 3	For each domain, determine the percentage of the total each level represents:				
		Domain 1	Domain 2	Domain 3	Domain 4
	Innovating (4)	10% (1/10)	20% (1/5)	0% (0/4)	17% (1/6)
	Applying (3)	60% (6/10)	20% (1/5)	100% (4/4)	67% (4/6)
	Developing (2)	20% (2/10)	80% (4/5)	0% (0/4)	17% (1/6)
	Beginning (1)	10% (1/10)	0% (0/5)	0% (0/4)	0% (0/6)
	Not Using (0)	0% (0/10)	0% (0/5)	0% (0/4)	0% (0/6)
Step 4:	Identify the Domain Score using the proficiency scales below.				

In our example, the staff member would receive an “Effective” status rating of “3” for Domain 1, a “Partially Effective” rating of “3” for Domain 2, an “Effective” rating of “3” for Domain 3, and an “Effective” rating of “2” for Domain 4.

**PRACTICE SCORE CALCULATION**

	Domain 1	Domain 2	Domain 3	Domain 4
Status Score	3 Effective	2 Partially Effective	3 Effective	3 Effective
Weight	38%	25%	12%	25%
Weighted Score	1.14	.50	.36	.75
Overall Score	2.75 (Sum of Weighted Scores)			
Overall Status	<b>Effective</b>			

## **FINAL SUMMATIVE SCALE**

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1.0-1.84	1.85-2.64	2.65-3.4	3.5-4.0

All certificated staff receive their annual summative score via a conference with a building administrative observer in May or June.

## **IMPLICATIONS FOR TENURE**

**Earning Tenure:** According to the TEACHNJ Act, to earn tenure, all teachers hired after August 12, 2012, must:

1. Be employed in the school district for
  - a. Four(4) consecutive calendar years;
  - b. Four (4) consecutive academic years plus one day at the beginning of the succeeding academic year; or
  - c. The equivalent of more than four (4) academic years within a period of any five (5) years. AND
2. Earn at least two (2) summative evaluation ratings of Effective or Highly Effective within the last three (3) academic or calendar years leading to tenure.

**Impact of Extended Leave on Tenure:** According to the TEACHNJ Act, to earn tenure, all teachers hired after August 12, 2012, must:

1. Be employed in the school district for
  - a. Four (4) consecutive calendar years.
  - b. Four (4) consecutive academic years plus one day at the beginning of the succeeding academic year; or
  - c. The equivalent of more than four (4) academic years within a period of any five (5) years.
2. Earn at least two(2) summative evaluation ratings of Effective or Highly Effective within the last three (3)academic or calendar years leading to tenure.

For example, if a teacher does not receive a summative rating for one (1) year after the first mentoring year but has at least two (2) years of effective ratings, an extended absence may not delay tenure. However, a teacher earning a Partially Effective or lower rating within the last three (3) years leading to tenure who did not receive a rating one of those years must wait to earn an Effective or better rating to be eligible, as shown below. The table below provides operational guidance but is not exhaustive.

Table 2: Tenure scenarios for non-classroom staff

Scenario	Year 1	Year 2	Year 3	Year 4	Result in Year 5
No Leave of Absence	Mentoring Year – no impact on tenure	Less than effective	Effective	Effective	Non-classroom certificated staff member earns tenure after one day of employment.
Leave in Year 3 with Two Effective Ratings		Effective or higher	Leave from Sept. - Apr.; No Rating	Effective	Non-classroom certificated staff member earns tenure later in the year (The exact month will depend on the length of the leave of absence)
Leave in Year 3 with one year of a Partially Effective rating in Year 2		Less than Effective	Leave from Sept. - Apr.; No Rating	Effective	A rating of Effective or Highly Effective results in tenure awarded.
Leave in Year 3 with a Partially Effective rating in Year 4		Effective or higher	Leave from Sept. - Apr.; No Rating	Partially Effective	A rating of Partially Effective or Ineffective and tenure not awarded.

## **HOW DO THE ANNUAL EVALUATION RATINGS AFFECT TENURED STAFF?**

Losing Tenure: The TEACHNJ Act establishes standards for filing an inefficiency tenure charge against a tenured teacher in accordance with the chart below:

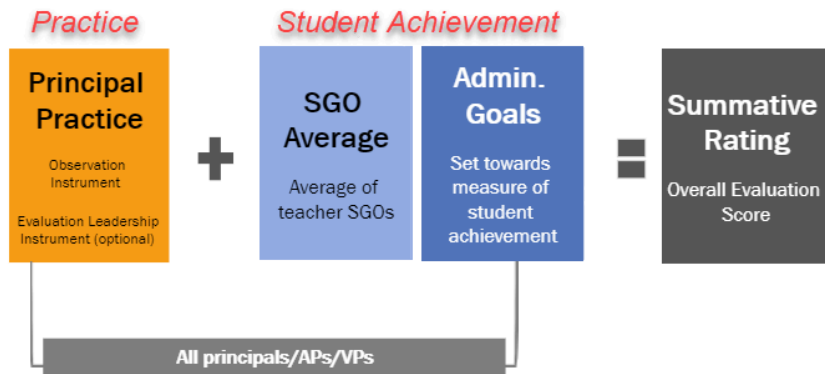
Year "A" Rating	Year "B" (Consecutive)	Action
Ineffective	Ineffective	The superintendent shall file a charge of inefficiency *
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency <u>or</u> may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	

**\*IN ADDITION, A SUPERINTENDENT MAY FILE A CHARGE OF INEFFICIENCY WITHOUT TWO YEARS OF POOR SUMMATIVE EVALUATION RATINGS AND MAY ALSO FILE TENURE CHARGES FOR INCAPACITY, CONDUCT UNBECOMING SUCH A TEACHING STAFF MEMBER, OR OTHER JUST CAUSE.**

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	POTENTIAL 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.

**SUMMATIVE PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION 2025-2026**



**EVALUATION TIMELINES FOR PRINCIPALS/ASSISTANT PRINCIPALS**

**Principals**

Non-tenured principals receive at least three required observations, at least one in the first semester
Tenured principals receive at least two required observations, one in each semester
The summative scale includes four ratings: Highly Effective, Effective, Partially Effective, and Ineffective

**Assistant Principals**

Non-tenured asst. principals receive at least three required observations: October, January, April
Tenured asst. principals receive at least two required observations, one in each semester
The summative scale includes four ratings: Highly Effective, Effective, Partially Effective, and Ineffective

**FINAL SUMMATIVE RATING SCALE:**

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1.0-1.84	1.85-2.64	2.65-3.4	3.5-4.0

**PRINCIPAL PRACTICE**

Principal practice is measured according to the Marzano School Leader Model. Principal practice accounts for 80% of the annual summative evaluation calculation.

Domains:

- Domain 1: A Data-Driven Focus on Student Achievement
  - Weight: 20%
- Domain 2: Continuous Improvement of Instruction
  - Weight: 40%
- Domain 3: A Guaranteed and Viable Curriculum
  - Weight: 20%
- Domain 4: Cooperation and Collaboration
  - Weight: 10%
- Domain 5: School Climate
  - Weight: 10%

## **STUDENT GROWTH OBJECTIVE (SGO) SCORING**

Administrators are rated on their teachers' SGO performance each year through a calculated average of teachers' SGO scores. See the example below:

Teachers	SGO Score*
Teacher 1	3.5
Teacher 2	2.5
Teacher 3	3
Teacher 4	3
Teacher 5	2
Average of SGO scores	3

**SGO Average for  
Principal/AP/VP:  
 $15/5 = 3$**

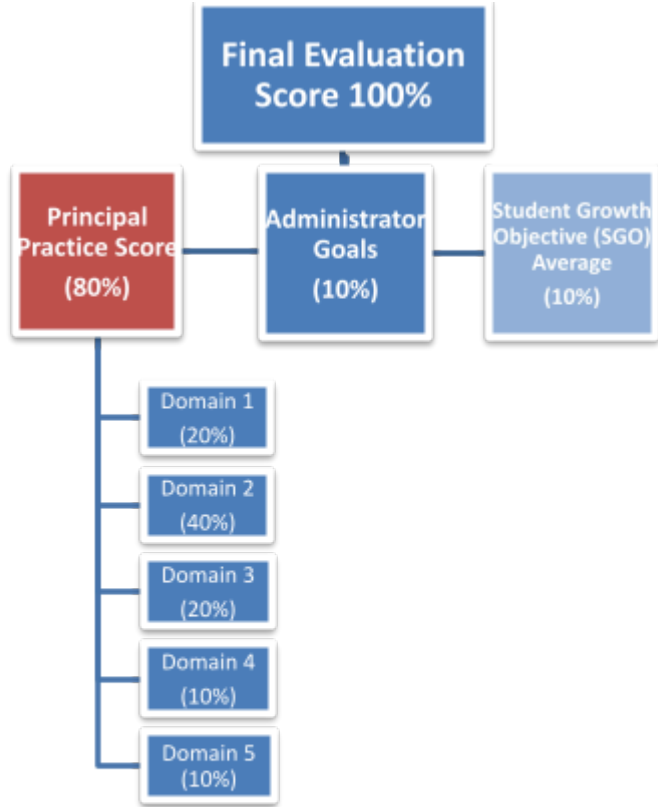
Note: For 2025-2026, the principal/assistant principal's SGO rating will still be partially based on the average of every teacher's SGO rating of the school they oversee. The average will result from a mixture of scores of nontenured staff who are required to set SGOs for 2025-2026 and tenured staff for whom their most recent year in which they completed SGOs will be used. For more information see: SY 2024-2025 [Frequently Asked Questions](#) and SY 2025-2026 SGO and Administrator Goals [Frequently Asked Questions](#) documents.

### Administrator Goals

Every non-tenured Principal/Assistant Principal must set a minimum of two goals, which are approved by his/her superintendent or designee.

Tenured Principals/Assistant Principals may be required to develop and complete new administrator goals for internal purposes, but for the purposes of the Summative Evaluation, for the 2025-2026 School Year, the score from the most recent year in which he or she completed administrator goals will be used. These goals account for 10% of the summative evaluation calculation. For more information see the SY 2025-2026 SGO and Administrator Goals [Frequently Asked Questions](#) document.

**FINAL SUMMATIVE CALCULATION IN NEW JERSEY, 2025-2026 (PRINCIPALS/APs)**



## ADMINISTRATIVE SUPERVISOR, ACADEMIC SUPERVISOR, SCHOOL COUNSELOR SUPERVISOR, AND SECA EVALUATIONS 2025-2026

### OVERVIEW OF SUPERVISOR SUMMATIVE EVALUATION COMPONENTS

#### Administrative Supervisors

Administrative Supervisors will be evaluated using the Marzano District Leader Model. They will be evaluated based on the average of their Leadership Practice evaluation scores.

#### Academic Supervisors

Academic Supervisors' will be evaluated using the Marzano School Leader Model. Their evaluations will have two (2) components: **Leadership Practice (90% of summative), and Administrator SGO (10% of summative)**. Administrator Goals may be completed but will not be counted as a part of the summative score.

**School Counselor Supervisors and SECAs** School Counselor Supervisors and Supervisors of Extra-Curricular Activities will be evaluated using the Marzano School Leader Model. Their evaluations will be based on the average of their Leadership Practice evaluation scores. **(Practice Score 100% of summative)**. Administrator Goals may be completed but will not be counted as a part of the summative score.

### EVALUATION TIMELINES FOR SUPERVISORS

Non-tenured supervisors receive at least three required observations-October, January, and April
Tenured supervisors receive at least two required observations, one in each semester
Summative scale includes four ratings: Highly Effective, Effective, Partially Effective, and Ineffective

### FINAL SUMMATIVE RATING SCALE:

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1.0-1.84	1.85-2.64	2.65-3.4	3.5-4.0

### SUMMATIVE ADMINISTRATIVE SUPERVISOR EVALUATION 2025-2026

Administrative Supervisors will be evaluated using the Marzano District Leader Evaluation Model. Evaluator Category: District Leader Form: Marzano District Leader Evaluation Model – 2018 Update

#### Practice Score (100%): Domains and Weights

- Domain 1: A Data-Driven Focus to Support School Achievement
  - Weight: 20%
- Domain 2: Continuous Support for Improvement of Instruction
  - Weight: 35%
- Domain 3: Continuous Support for a Guaranteed and Viable Curriculum
  - Weight: 15%
- Domain 4: Cooperation and Collaboration
  - Weight: 10%
- Domain 5: District Climate
  - Weight: 10%
- Domain 6: Resource Allocation
  - Weight: 10%

## **SUMMATIVE ACADEMIC SUPERVISOR EVALUATION 2025-2026**

Academic Supervisors will be evaluated using the Marzano School Leader Evaluation Model.

Evaluator Category: Leader SOA Form: Marzano School Leader Evaluation Model - LCI (v2)

### **Practice Score: Domains and Weights (90% of Summative Score)**

- Domain 1: A Data-Driven Focus on Student Achievement
  - Weight: 20%
- Domain 2: Continuous Improvement of Instruction
  - Weight: 40%
- Domain 3: A Guaranteed and Viable Curriculum
  - Weight: 20%
- Domain 4: Cooperation and Collaboration
  - Weight: 10%
- Domain 5: School Climate
  - Weight: 10%

### **Administrator Goals (may be completed but will not count toward summative score)**

**\*NOTE THAT P.L. 2025, C. 79 DOES NOT IMPACT THESE EMPLOYEES**

- Minimum two goals
- Supervisor sets goals related to his/her departments and school-based goals with the approval of his/her principal

### **Administrator SGO (10% of Summative)**

- The SGO score is an average of department teacher SGO score in a supervisor's school
- See the example [above](#) for how the SGO score will be calculated.

## **SUMMATIVE SCHOOL COUNSELOR SUPERVISOR EVALUATION 2025-2026**

Supervisors will be evaluated using the Marzano School Leader Evaluation Model.

Evaluator Category: Leader SSCS Form: Marzano School Leader Evaluation Model - LCI (v2)

### **Practice Score: Domains and Weights (100% of Summative Score)**

- Domain 1: A Data-Driven Focus on Student Achievement
  - Weight: 20%
- Domain 2: Continuous Improvement of Instruction
  - Weight: 20%
- Domain 3: A Guaranteed and Viable Curriculum
  - Weight: 15%
- Domain 4: Cooperation and Collaboration
  - Weight: 20%
- Domain 5: School Climate
  - Weight: 25%

### **Supervisor Goals (may be completed but will not count toward summative score)**

**\*NOTE THAT P.L. 2025, C. 79 DOES NOT IMPACT THESE EMPLOYEES**

- Minimum two goals
- Supervisor sets goals related to his/her departments and school-based goals with the approval of his/her principal

## **SUMMATIVE SECA EVALUATION 2025-2026**

Supervisors will be evaluated using the Marzano School Leader Evaluation Model.

Evaluator Category: Leader SECA Form: Marzano School Leader Evaluation Model - LCI (v2)

### **Domains and Weights: (100% of Summative Score)**

- Domain 1: A Data-Driven Focus on Student Achievement
  - Weight: 15%
- Domain 2: Continuous Improvement of Instruction
  - Weight: 10%
- Domain 3: A Guaranteed and Viable Curriculum
  - Weight: 15%
- Domain 4: Cooperation and Collaboration
  - Weight: 25%
- Domain 5: School Climate
  - Weight: 35%

### **Supervisor Goals (may be completed but will not count toward summative score)**

**\*NOTE THAT P.L. 2025, c. 79 DOES NOT IMPACT THESE EMPLOYEES**

- Minimum two goals
- Supervisor sets goals related to his/her departments and school-based goals with the approval of his/her principal

**Note-administrators on corrective action plans (CAPs) receive a minimum of four (4) Observations-October, December, February, and April, a mid-year evaluation completed before February 1 AND a summative evaluation completed before April 15.**

## APPENDIX A-GLOSSARY

Announced Observation	Staff member notified of both the date and time of the observation.
Annual Performance Report	Means an annual summative evaluation rating based on appraisals of educator practice and student growth objectives. The four summative performance categories are ineffective, partially effective, effective, and highly effective.
Artifacts	A piece of evidence (a product of the teacher and/or student work) that documents the successful use of a strategy.
Calibration	In the context of educator evaluation, a process to monitor the competency of a trained evaluator/observer to ensure the evaluator/observer continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.
Chief School Administrator	Means the Superintendent of Schools
Coaching	Process to help staff members meet their goals for growth/improved performance.
Commissioner	Means Commissioner of the New Jersey Department of Education
Common Language	A research-based framework that describes and defines teaching. The common language provides a foundation for professional conversation.
Corrective Action Plan (CAP)	A written plan developed by the Superintendent of Schools or designee in collaboration with the Principal and Assistant Principal to address deficiencies outlined in observations/evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual, Principal, and Assistant Principal or designee for implementing the plan, and outlines specific support that the district shall provide to the staff member.
Design Questions	Questions educators ask themselves when planning a lesson, unit of instruction, or activity with students.
Domain	A body of knowledge defined by research representing a particular area of expertise.
Essential Questions	Broad, important questions that refer to core ideas and inquiries within a discipline. They help students inquire and make sense of important but complicated ideas, knowledge, and expertise. Questions relate to content and seek to prompt genuine inquiry leading to eventual understanding/inferences drawn from facts.
Educator Practice Instrument	An assessment tool that provides scales or dimensions that capture competencies of professional performance and differentiates a range of professional performance as described by the scales demonstrated in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.
Evaluation	An appraisal of an individual's professional performance in relation to his or her job description, professional standards, and state evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

Evaluation Rubrics	A set of criteria, measures, and processes used to evaluate all Principals and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.
Focused Feedback	Feedback focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective, and actionable. Administrators or a trained observer provides feedback.
Focused Practice	Practice focused on a limited number of strategies, with corrections, modifications, and adaptations made to improve student learning at an appropriate level of difficulty so that the teacher could experience success.
Formal Observations	The formal observation is the primary method for collecting evidence utilized as a source of data for the summative evaluation. It provides teachers with a rich source of feedback regarding their instructional practice and professional growth. It is not a summative evaluation. The formal observation includes a planning and reflection conference with the teacher. These conferences provide a rich opportunity to reflect upon their practice, engage in a collaborative decision-making process, and help administrators clarify expectations. Scheduling the planning and reflection conferences should occur at the same time that the observation is scheduled and occur in a timely manner (1-3 days preceding and within 5 days following observation).
Guiding Questions	Questions that lead you to the Essential Question. They often point toward a specific answer, factual knowledge and/or a definite answer.
High Probability Strategies	High-probability strategies are research-based strategies that are more likely to raise student learning when used at the appropriate level of implementation and within the appropriate instructional context. Teachers must determine strategies for the right students at the right time.
Indicators of Student Progress and Growth	The results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.
Individual Professional Development Plan (PDP)	A written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member. The PDP aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards: derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

Job Description	Written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.
Learning Goals/Objectives	What a student should know, understand or be able to do at the end of a lesson. A learning goal often begins with "Students will be able to" or "Students will understand."
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times.
Observation	Means a method of collecting data on the performance of an educator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and conducted by the Superintendent or designee.
Post-observation conference	A meeting, either in-person or remotely, between the Superintendent or designee who conducted the observation, and the observed educator for the purpose to discuss the data collected in the observation for evaluative purposes.
Professional Development Plan (PDP)	A way for teachers to grow their expertise through a series of planned activities, reflection, and collaboration. Involved in the series is a protocol setting personal goals, focused practices, focused feedback, observing and discussing teaching, and monitoring progress.
Scales	Scales describe novice to expert performance (level of skill) for each of the elements (core competencies) included in the four domains of the Marzano Focused Educator Evaluation Framework. The scales provide a means for educators to gauge their use of particular instructional strategies and for observers to provide feedback to the educators regarding their use of specific classroom strategies. These are embedded within the observation protocol using the labels: <b>Innovating</b> <b>Applying</b> <b>Developing</b> <b>Beginning</b> <b>Not Using</b>
School Improvement Panel (ScIP)	School Improvement Panel (ScIP) ensures the effectiveness of the certificated staff by overseeing mentoring, activities and identifying professional development opportunities. Any teacher(s) on the panel will not participate in the evaluation activities except with the approval of the majority representative. The ScIP must include at least the school principal or designee, an assistant principal, and a teacher. The principal will have final responsibility for ScIP membership but must consult with the majority representatives in determining teacher participant. The principal may appoint additional members as long as all members meet the criteria outlined in TEACHNJ and the teachers(s) on the panel represent at least 1/3 total membership.
Scoring Guide	Means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a

	transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an observer uses to structure his or her assessments and ratings of professional practice.
Sign and Complete	Means the name of one physically written by oneself or an electronic process associated with a record and executed by a person with the intent to sign the record.
Student Evidence	Specific observable behaviors in which the students engage, in response to the educator's use of particular instructional strategies.
Student Growth Objective	Academic student goal set collaboratively by teachers and observers.
Summative Evaluation	The annual evaluation of an educator.
Teacher Evidence	Specific observable behaviors that teachers engage in when using particular instructional strategies.
Teaching Staff Member	<p>Member of the professional staff of any district or regional Board of Education, or any county vocational school district Board of Education, holding employment requiring a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the NJ State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:</p> <ol style="list-style-type: none"> <li>1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as "teachers");</li> <li>2. Administrative certificate; and</li> <li>3. Educational services certificate.</li> </ol>
Unannounced Observation	Observer conducting an observation for the purpose of evaluation will not notify the staff member of the date and time of the observation.
Validity	Extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

## APPENDIX B-DESIRED EFFECTS

<b>Standards-Based Planning</b>	<b>ELEMENT</b>	<b>DESIRED EFFECT</b>	
	Planning Standards-Based Lessons/Units	Teacher provides evidence of implementing lesson/unit plans aligned to grade-level standard(s) using learning targets embedded in a performance scale.	
	Aligning Resources to Standard(s)	Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.	
<b>Standards-Based Instruction</b>	Planning to Close the Achievement Gap Using Data	Teacher provides data showing that each student (including English learners (EL), exceptional education, gifted and talented, low socioeconomic status, and ethnic students) makes progress toward closing the achievement gap.	
	<b>ELEMENT</b>	<b>DESIRED EFFECT</b>	
	Identifying Critical Content from the Standards	Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).	
	Previewing New Content	Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.	
	Helping Students Process New Content	Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.	
	Using Questions to Help Students Elaborate on Content	Evidence (formative data) demonstrates students accurately elaborate on content.	
	Reviewing Content	Evidence (formative data) demonstrates students know the previously taught critical content.	
	Helping Students Practice Skills, Strategies, and Processes	Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.	
	Helping Students Examine Similarities and Differences	Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.	
	Helping Students Examine Their Reasoning	Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).	
	Helping Students Revise Knowledge	Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.	
	Helping Students Engage in Cognitively Complex Tasks	Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.	
<b>Conditions for Learning</b>	<b>ELEMENT</b>	<b>DESIRED EFFECT</b>	
	Using Formative Assessment to Track Progress	Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets embedded in the performance scale.	
	Providing Feedback and Celebrating Progress	Evidence (formative data) demonstrates students continue learning and making progress toward learning targets as a result of receiving feedback.	
	Organizing Students to Interact with Content	Evidence (formative data) demonstrates students process content (i.e., new, going deeper, cognitively complex) as a result of group organization.	
	Establishing and Acknowledging Adherence to Rules and Procedures	Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.	
	Using Engagement Strategies	Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.	
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Evidence (student action) shows students feel valued and part of the classroom community.	
	Communicating High Expectations for Each Student to Close the Achievement Gap	Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at his or her highest level of academic success.	
	<b>Professional Responsibilities</b>	<b>ELEMENT</b>	<b>DESIRED EFFECT</b>
		Adhering to School and District Policies and Procedures	Teacher adheres to school and district rules and procedures.
Maintaining Expertise in Content and Pedagogy		Teacher provides evidence of developing expertise in content area and classroom instructional strategies.	
Promoting Teacher Leadership and Collaboration	Teacher provides evidence of teacher leadership and promoting a schoolwide culture of professional learning.		

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## APPENDIX C- FAQ

**Q. What devices can I use with iObservation?**

A. You can use an iPad, Smartphone, Chromebook, a laptop, or a desktop computer.

**Q. What do I need to download to my electronic device?**

A. No download needed.

**Q. When will I have access to iObservation?**

A. You will have access on your first day of employment. Log on to [www.effectiveeducators.com](http://www.effectiveeducators.com) with your district email address and follow the **first-time user** directions.

**Q. When I logged onto iObservation, I got a message saying this browser is “not supported”, what do I do?**

A. Use Google Chrome. Do not use Internet Explorer.

**Q. If two observers are in a classroom to conduct a co-observation together to check scoring calibration, can they drop the elements from both observers into iObservation from the same visit?**

A. No. It is appropriate to record one set of scored elements into iObservation since both observers viewed the same lesson. You can add comments back to the educator from both observers, so that the staff member may receive feedback from each of you, but the actual scored elements from the observation should be entered once.

**Q. If an observer selects N/A, does it count against the teacher?**

A. When an administrator marks N/A that does NOT count at all. It is NULL. The thought being that the behavior does not apply to the observation. When the observer selects **Not Using** and a (0) score is applied, it DOES count towards the total score. Essentially, the teacher is not using the behavior, thus earning a score of zero-because they are not using it and should be using it in the classroom activity.

**Q. My surname changed and so did my district email address, what do I do?**

A. Log into iObservation with your old district email address and password. Pull down under your name in the top right-hand corner and select **MY SETTINGS**. Change your surname and district email address. Click the **SAVE** button.

## APPENDIX D-ADDITIONAL RESOURCES

For additional information on staff evaluation, please visit the **New Jersey Department of Education** website:

<https://www.state.nj.us/education/AchieveNJ/>

### **FREE MARZANO RESOURCES**

<https://www.marzanoresearch.com/resources-list/>

#### **Tips From Dr. Marzano**

Sign up to receive short, relevant tips from Dr. Marzano each month.

### **USE IOBSERVATION ACADEMY:**

The PD online courses are free and optional for use by designated iObservation (@frhsd.com) user email addresses. If you are interested in using this program, please contact the Office of Planning, Research, and Evaluation to have an account created. Course completion is monitored monthly at central office. You will receive a PD certificate for 5.0 hours for each course completed.

Please be aware that your iObservation account information will not automatically allow you to access iObservation Academy. You will need to navigate to <https://courses.effectiveeducators.com/academy/login>, click on the “Don’t Know your password?” link. Enter your district email address, click the create a password (this can be the same as what you use for iObservation), follow the screen prompts, login, and select a course by hovering over the Courses drop down at the top of the screen. Once you have created a password, you can also access your course via the Growth tab in iObservation.