
TEACHER EVALUATION GUIDEBOOK

Unified by Principled Practice.

Measured through Evidence.

Defined by Impact.

Danielson Framework for Teaching (2022)

Adapted across Teacher, Teacher Specialist Type I, and Teacher Specialist Type II

“Our work is unified in purpose, measured in practice, and defined by impact. The work continues through every observation, every coaching conversation, and every commitment to growth.”

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Our Why ... Our Core Business

Every evaluation begins with a question, and the question is not “Did you check the box?” The question is “Did you change a child's life today?”

“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

MOMENT OF REFLECTION

What is our core business?

“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

“A leader is one who learns and knows the way, goes the way and shows the way.”

— John C. Maxwell

MOMENT OF REFLECTION

What is our brand as a District?

“The growth and development of people is the highest calling of leadership.”

— Harvey S. Firestone

MOMENT OF REFLECTION

What is my brand?

What's New for 2026–2027

This year marks an intentional shift in how we think about, talk about, and conduct evaluation across Paterson Public Schools. The work is grounded in the Danielson Framework for Teaching (2022) and adapted across three educator roles so that every staff member is evaluated using a structure that fits the actual work they do.

The Goal

To evaluate principled, student-centered practice and its impact on student learning, development, and well-being.

UNIFIED	MEASURED	DEFINED
<i>by principled practice</i> One foundation across Teacher, Specialist Type I, and Specialist Type II.	<i>through continuum of evidence</i> Observation collects evidence. Evaluation assigns meaning to it.	<i>by impact and outcome</i> Measured by what changes for students over time.

Key Shifts

Where we have come from, and where we are headed:

From	To	What This Means
From isolated practices	to aligned frameworks	Evaluation is grounded in a <u>unified structure</u> across roles, with clearer expectations for planning, delivery, and reflection.
From compliance	to professional growth	Greater emphasis on reflection, outcome, and continuous improvement rather than checking boxes.
From inconsistent language	to common language	Clear, shared terminology across teachers and specialists.
From task completion	to impact on students	The focus shifts to <u>outcomes, engagement, and measurable progress</u> , with increased attention to <u>equity, data use, and progress monitoring</u> .
From single observations	to patterns of practice	Ratings are based on evidence collected over time, with <u>more intentional evidence collection</u> aligned to components.

Framework vs. Rubric: Knowing the Difference

These two words are often used interchangeably, but they describe different things, and the distinction matters:

FRAMEWORK: Structure of Practice	RUBRIC: Measurement of Performance
<i>The overall structure that organizes professional practice into clear areas of responsibility.</i> • Defines what matters most in a role • Provides common language across the District • Organizes practice into domains and components • Guides teaching, service delivery, and evaluation	<i>The scoring tool used within the framework to describe levels of performance.</i> • Defines what performance looks like at each level • Provides criteria for evaluation • Supports consistent scoring across evaluators Performance categories: Unsatisfactory, Basic, Proficient, Distinguished.

The Evaluation Model

Every section that follows is one move in the chain below.

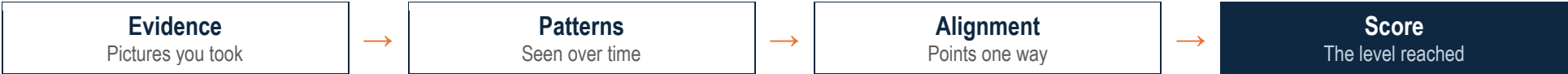
Unified by Principled Practice. · Measured through Evidence. · Defined by Impact.

THE FOUNDATION · DANIELSON FRAMEWORK FOR TEACHING (2022)

D1 · Planning Supports the work	D2 · Environment Enables the work	D3 · Core Practice Drives the work	D4 · Professional Sustains the work
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One foundation, adapted across Teacher, Specialist Type I, and Specialist Type II.

FROM EVIDENCE TO SCORE



HOW IS THE RATING DETERMINED?

Evidence + Critical Attributes + Patterns + Outcome = the component rating

EVERY SECTION MAPS TO ONE MOVE

Evidence (collect)	Pre-Conference, Observation, Six Types of Evidence
Patterns	Patterns of Practice, Evidence Integrity
Alignment	Post-Conference, Reference Tool (PDP)
Score	Performance Levels, Summative, Cut Scores
Outcome	Growth Objectives, mSGP, Actionable Data and MTSS; Framework Charts, Rounds, Seven Phases

The Observation Framework: One Foundation, Three Adaptations

The Danielson Framework for Teaching (2022) is the common foundation for our evaluation system. To reflect the actual work of different educators, we use one framework adapted across three roles.

The Three Roles

Role	Primary Focus	Core Work Emphasis	Impact Area
Teacher	Instruction	Delivering high-quality, standards-based instruction	Student learning and engagement
Specialist Type I	Intervention and Support	Providing direct services aligned to student needs and plans	Individual student progress and access
Specialist Type II	Coaching and System Improvement	Supporting staff, programs, and systems to improve practice	Schoolwide and systemic impact

Domain Summary Across All Three Roles

Domain	Teacher	Specialist Type I	Specialist Type II
Domain 1	Planning and Preparation	Planning and Preparation	Planning and Preparation
Domain 2	Learning Environments	Service Environment and Professional Practice	Culture, Collaboration, and Climate Leadership
Domain 3	Learning Experiences	Service Delivery and Student Impact	Delivery of Support and Coaching
Domain 4	Principled Teaching	Professional Responsibility and Collaboration	Professional Responsibility, Systems, and Results

Across All Roles: What Each Domain Does

Domain	Function	Description
Domain 1: Planning	<i>Supports the work</i>	The thinking and preparation that comes before the work is visible.
Domain 2: Environment	<i>Enables the work</i>	The conditions, climate, and culture that make learning and service possible.
Domain 3: Core Practice	<i>Drives the work</i>	Instruction, service delivery, or coaching as it happens in front of students.
Domain 4: Professional Responsibilities	<i>Sustains and reflects the work</i>	Reflection, recordkeeping, collaboration, contribution, and growth.

All four domains across all three roles are aligned to a single outcome: student success.

Domains, Components, Elements, and Critical Attributes

To understand how evaluation evidence is organized, it helps to use a familiar metaphor: a house.

Term	What It Means (The House Metaphor)
Domain	<i>The House.</i> A broad area of professional practice (Planning, Environment, Practice, Responsibility). There are four domains.
Component	<i>The Room.</i> A specific area of practice within a domain (for example, 1a Applying Knowledge of Content and Pedagogy).
Elements	<i>What's in the Room.</i> The specific aspects of practice that make up the component.
Critical Attributes	<i>The Condition of the Room.</i> The descriptors that distinguish one performance level from another.

The Danielson Rubric: Performance Levels Explained

The Danielson Framework for Teaching (2022) is the foundation for our evaluation system. The rubric levels describe the quality of professional practice within each component across the four domains. Ratings are based on observed evidence and patterns of practice over time.

The Four Performance Levels

UNSATISFACTORY (1)	BASIC (2)	PROFICIENT (3)	DISTINGUISHED (4)
<i>Unacceptable Practice</i> Does <u>not</u> meet professional standards.	<i>Developing Practice</i> Working <u>toward</u> meeting professional standards.	<i>Proficient Practice</i> <u>Meets</u> professional standards consistently.	<i>Exemplary Practice</i> <u>Exceeds</u> professional standards.
Little to no consistency; practice is ineffective and does not meet standards. Practice is ineffective and has a negative impact on student learning. Lack of understanding, planning, or implementation of essential practices. Minimal or no evidence of student engagement, learning, or growth.	Inconsistent practice and outcomes; progress toward meeting standards. Partial understanding of essential practices. Practice is inconsistent and outcomes are uneven. Limited evidence of student engagement, learning, or growth.	Consistent practice and outcomes that meet professional standards and support student learning. Solid understanding and consistent implementation of effective practices. Evidence of positive impact on student learning, engagement, and growth. Integrates feedback and reflects on practice.	Highly consistent practice and outcomes that significantly exceed professional standards and impact student learning. Deep understanding and refinement of practices. Serves as a model and collaborates to improve practice schoolwide. Goes beyond standards and shows leadership.

New Jersey Department of Education/TEACHNJ

Ineffective	Partially Effective	Effective	Highly Effective
1.00 — 1.84	1.85 — 2.64	2.65 — 3.49	3.50 — 4.00

How is the Rating Determined?

A performance rating is never the product of a single observation, a single piece of evidence, or a single opinion. The rating reflects the alignment of evidence to critical attributes, the patterns observed over time, and the outcomes that result from professional practice.

Evidence	Critical Attributes	Patterns and Alignment	Outcome
<i>Objective, specific, and verifiable.</i> • Staff practice • Student actions • Student outcomes • Artifacts and documentation	<i>The defining indicators that distinguish each performance level.</i> • Anchor the rating to specific look-fors • Reflect the quality of practice • Differentiate Basic from Proficient from Distinguished	<i>Consistency of evidence over time.</i> • Isolated, emerging, or persistent? • Aligned to domain and component • Aligned to instructional or program model	<i>The impact of practice on student learning.</i> • Student learning and growth • Program impact and results • Continuous improvement evidence

Together, evidence, critical attributes, patterns, and outcome form the complete picture that determines a staff member's rating on each component.

The Six Types of Evidence and Evidence Integrity

Evidence is the foundation of every rating decision. To support valid, fair, and defensible evaluations, observers and staff members work from a shared understanding of the kinds of evidence that count, the multiple sources from which evidence should be drawn, and the risks that can compromise the integrity of that evidence.

“Triangulation across multiple sources of data protects against single-source bias. One observation, one artifact, one conversation; none of these alone tells the full story.”

The Six Types of Evidence

Evidence draws from six distinct sources. Strong observation work pulls from across these categories rather than relying on any single type.

#	Type of Evidence	What It Looks Like in Practice
1	Observation <i>What the staff member does and says, and what the observer captures during the lesson, session, coaching interaction, or team meeting.</i>	- Professional practice, lesson, interaction with students, and participation in work sessions - Coaching or consultation conversations demonstrating understanding of student needs, instructional challenges, and learning environment factors - Discussions during team meetings analyzing student support needs using multiple data sources
2	Artifact <i>Materials that show planning, delivery, accountability, and alignment to identified student needs.</i>	- Student support program documentation; intervention frameworks; implementation guides - Climate or behavior system documentation; instructional support materials aligned to identified needs
3	Data Analysis <i>Quantitative and qualitative analysis that contextualizes practice and identifies patterns across the school.</i>	- Analysis of student performance data, attendance trends, behavioral indicators, and climate indicators identifying patterns across the school - Program effectiveness data used to identify proportional support needs across student groups
4	Communication <i>What the staff member shares with teachers, administrators, support staff, and leadership about student needs and recommendations.</i>	- Communication with teachers, administrators, or support staff discussing student needs, subgroup trends, and appropriate support strategies - Documentation of data-informed recommendations shared with leadership or instructional teams
5	Collaboration <i>Participation in team structures and cross-department coordination aligned to student needs and school systems.</i>	- Participation in instructional leadership teams, Multi-Tiered System of Supports meetings, climate teams, or data review meetings examining student needs and school systems - Coordination across departments to align supports to schoolwide risk and equity patterns
6	Outcome Evidence <i>Evidence of impact: how support strategies align to student needs and contribute to improved instructional practice, climate, or student outcomes.</i>	- Evidence that support strategies align with identified student needs and contribute to improved instructional practice or climate conditions - Proportional improvement in student outcomes across documented risk groups

Risks to Evidence Integrity

Even with the right types of evidence in hand, the integrity of that evidence can be compromised by common observation pitfalls. Awareness of these risks is the first step in mitigating them. Observers and staff members both share responsibility for protecting evidence integrity throughout the evaluation cycle. See Seven Phases of the Observation Cycle.

Risk Factor	What It Looks Like	How to Mitigate It
Inference Over Observation <i>Stating what was assumed rather than what was seen or heard.</i>	• “The teacher wasn’t prepared” (an inference) • “The students were confused” (an assumption) • Subjective language without supporting evidence	• Record direct quotes and observable actions • Use scripting techniques to capture specifics • Ask: what did I actually see or hear that supports this?
Recency Bias <i>Overweighting the most recent observation or interaction.</i>	• Rating based on one recent strong or weak lesson • Forgetting evidence collected earlier in the year • Patterns of practice replaced by single-event impressions	• Review all observation rounds and notes before rating • Cross-check with prior data and artifacts • Look for patterns described as isolated, emerging, or persistent
Halo and Horn Effect <i>One strong (halo) or weak (horn) trait coloring the evaluation of unrelated components.</i>	• Strong classroom management leading to inflated instructional ratings • Weak questioning leading to deflated environment ratings • Personal rapport coloring objective evidence collection	• Rate each component independently against its critical attributes • Match evidence to the specific component being rated • Calibrate with co-observers when uncertain
Single-Source Dependency <i>Drawing a conclusion from only one type or one instance of evidence.</i>	• Rating based only on what was observed in the room that day • Ignoring artifacts, data, or conversational evidence • Failing to verify with student work or assessment results	• Triangulate across at least three of the six evidence types • Pair direct observation with artifacts and data • Use post-conference dialogue to surface additional context
Observer Fatigue <i>Reduced attention or precision over a long observation cycle.</i>	• Shortcuts in scripting and evidence collection • Default ratings across multiple staff members • Reduced specificity in written feedback • Missed or compressed timelines between observations, post-conferences, and signatures • Rushing through rounds without sufficient time between observations to collect, analyze, and reflect on evidence • Back-to-back observations scheduled without adequate processing time	• Pace observations across the cycle, not in bursts • Use structured note-taking and tools consistently • Calibrate with co-observers periodically throughout the year • Build adequate time between observations, post-conferences, and the next round • Honor the post-observation conference timeline (within 7–10 working days) rather than batching at the end of the round • Map observation rounds against the Annual Evaluation Schedule at the start of the year to avoid end-of-round crunch
Confirmation Bias <i>Collecting evidence that confirms a pre-existing view of the staff member.</i>	• Looking for evidence to support an already-formed conclusion • Disregarding evidence that contradicts an initial impression • Asking leading questions during pre- or post-conference	• Enter observations open to all possible evidence • Consciously look for evidence that challenges initial impressions • Use multiple observers to surface different perspectives

MOMENT OF REFLECTION

Which type of evidence do you draw on most consistently? Which type is the most underused in your current practice?

Which risk factor most often shows up in observation work in your school or department? What is one calibration practice you can use this year to mitigate it? What does my lesson plan/caseload plan look like?

Teacher Sample:

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1a. Applying Knowledge of Content and Pedagogy	Observation of planning conversations discussing central concepts of the discipline, prerequisite knowledge, anticipated student misconceptions, or pedagogical approaches; observation of lesson delivery reflecting accurate content knowledge and appropriate instructional strategies	Lesson and unit plans reflecting disciplinary content and pedagogical content knowledge; instructional materials representing concepts in multiple ways; documentation of prerequisite skill scaffolds; planning artifacts showing interdisciplinary connections and real-world applications	Analysis of formative assessment data identifying student misconceptions; review of pre-assessment or diagnostic data informing pedagogical choices; analysis of prerequisite skill data used to design scaffolds; review of student work samples identifying conceptual gaps	Communication with colleagues, coaches, supervisors, or curriculum leaders regarding content accuracy, pedagogical approaches, instructional strategies, or interdisciplinary connections	Participation in content-area Professional Learning Communities (PLCs), department or grade-level team meetings, curriculum planning sessions, or instructional coaching conversations focused on content and pedagogy	Evidence that instructional planning grounded in content and pedagogical knowledge contributes to improved student understanding, mastery of grade-level concepts, intellectual engagement, and transfer of skills across disciplines	Goal 1 – Advance Instructional Excellence by Cultivating a High-Performing Workforce

Specialist Sample:

Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
1a. Knowledge of Students and Individual Plans	Teacher specialist providers discussing student needs and barriers to learning; observation of planning discussions addressing student supports	IEP, 504, and Individualized Family Service Plan (IFSP) plans; individual student support plans; counseling plans; health care plans documenting identified needs and services	Attendance trend analysis identifying chronic absenteeism patterns; behavioral incident analysis identifying risk indicators; academic progress monitoring identifying learning barriers; social-emotional indicator analysis identifying students requiring additional supports	Communication with families, teachers, or support staff regarding student needs and service coordination	CST meetings; multidisciplinary planning meetings reviewing student data to develop coordinated intervention plans	Evidence that support plans align with identified needs and demonstrate measurable progress in engagement, attendance, behavior, or academic participation	Goal 2 — Empower Data-Driven Decision Making and Accountability

Rights and Responsibilities

A fair, transparent evaluation system depends on a shared understanding of what every party in the process is entitled to and accountable for. This section names the rights and responsibilities of staff members and observers across the evaluation cycle, grounded in TEACHNJ, N.J.A.C. 6A:10, the Annual Evaluation Memorandum, and district practice.

“Trust in the evaluation process is built on clarity, consistency, and mutual accountability.”

Staff Member Rights

- To be evaluated using the educator practice instrument designated for the staff member's role (Teacher, Specialist Type I, or Specialist Type II).
- To receive annual refresher training on the evaluation system and process prior to observations being conducted.
- To complete a pre-conference for announced observation each school year, conducted within one to seven workdays before the observation.
- To receive a post-observation conference for all observations within the timeline established in the Annual Evaluation Schedule, with written feedback aligned to the rubric.
- To receive evidence-based, objective written feedback that identifies strengths, areas for growth, and clear action steps, thereby verifiable in the Professional Development Plan (PDP).
- To review and respond to observation evidence and ratings, including the right to provide written commentary or clarification within eDoctrina.
- To request a second observer when concerns arise about observation evidence or rating decisions, in accordance with district practice.
- To have observations conducted by trained, certified observers who hold an administrative endorsement (supervisor, principal, or administrator).
- To develop Growth Objectives in consultation with the immediate supervisor and to participate in mid-year review and adjustment within established timelines.
- To receive a summative evaluation conference that synthesizes all observation evidence, growth objective results, and professional development plan progress.
- To representation, where applicable under collective bargaining agreements, during evaluation conferences and meetings.
- To access and review the contents of the personnel file relating to evaluation, in accordance with applicable law and district policy.
- To pursue available appeal and grievance procedures consistent with TEACHNJ, N.J.A.C. 6A:10, and the collective bargaining agreement.

Staff Member Responsibilities

- Complete annual refresher training and required onboarding within the timelines established by the district.
- Review the rubric, the Annual Evaluation Memorandum, the instructional or program model, and applicable job description prior to observation.
- Complete the pre-conference form within eDoctrina, including learning goals, instructional or program design, and the demonstration of learning.
- Engage in pre-conference, observation, and post-conference dialogue with openness, reflection, and a focus on professional growth.
- Develop two Growth Objectives by the October 31st deadline, in consultation with the immediate supervisor.
- Monitor Growth Objective progress, attend mid-year review, and submit adjustments by the February 15th deadline where needed.
- Implement action steps identified during post-conference and document changes in practice.
- Maintain accurate records and artifacts that demonstrate planning, delivery, and accountability.
- Apply signatures to observations and conferences within eDoctrina; signatures acknowledge receipt and do not represent agreement with content.
- Participate in calibration, norming, and professional learning activities offered through the school and district.

Observer Rights and Responsibilities

Observer Rights	Observer Responsibilities
• To receive annual refresher training and refresher on the educator practice instrument prior to conducting observations. • To participate in calibration, norming, and inter-rater reliability sessions throughout the year. • To collaborate with co-observers and other administrators for training and consistency purposes. • To access required district systems, including eDoctrina, Infinite Campus, and NJ SMART, for evaluation purposes. • To receive support from district leadership when navigating complex cases, including Corrective Action Plans.	• Complete required training on the rubric and evaluation process before conducting observations. • Conduct observations in alignment with the Annual Evaluation Memorandum, on the correct tool, within the correct round, for the correct duration. • Collect objective evidence aligned to specific rubric components and critical attributes. • Provide post-conference feedback within the established timeline, with clear evidence, praise, areas for growth, and action steps. • Apply signatures to observations and conferences within eDoctrina, in alignment with district timelines. • Monitor staff progress on Growth Objectives, Professional Development Plans, and Corrective Action Plans. • Verify Position Control List accuracy and account for all assigned staff members across the evaluation cycle. • Mitigate risks to evidence integrity through triangulation, calibration, and the use of multiple sources of data.

Appeal and Grievance Pathways

Staff members who believe the evaluation process has not been followed, or who wish to challenge specific evaluation findings, have access to pathways established under TEACHNJ, N.J.A.C. 6A:10, and the applicable collective bargaining agreement. These pathways may include:

- Submitting written commentary or clarification within eDoctrina in response to observation evidence or ratings.
- Requesting a meeting with the immediate supervisor or the next-level administrator to discuss concerns.
- Filing a written grievance through the procedures established in the collective bargaining agreement.
- Pursuing the formal appeal process established under TEACHNJ for tenure-related actions, including charges of inefficiency.

MOMENT OF REFLECTION

Where is your understanding of your rights and responsibilities strongest? Where do you want more clarity this year?

What is one practice you can establish at the start of the year to ensure both you and your evaluator approach the process with shared understanding?

The Observation Conference Sequence at a Glance

Before stepping into each part of the cycle, it helps to see the whole arc. The observation conference sequence is a single continuous loop that begins with planning and ends with action. Each part of the loop feeds the next; nothing stands alone.

"Observation is not an event. It is a continuous loop of planning, evidence, dialogue, and growth."

1. Pre-Conference	2. Observation	3. Evidence Collection	4. Post-Conference	5. Action and Follow-Up
<i>Planning the work.</i> BEFORE - Complete pre-conference form in eDoctrina - Identify learning goals, instructional/activities, and demonstration of learning - Name standards and components to be observed - Surface concerns or focus areas <i>Timing: 1–7 workdays before observation</i>	<i>Doing the work.</i> DURING - Implement the lesson or session as planned - Observer collects evidence aligned to identified standards - Minimum 30 minutes of observation - Use the correct tool for the staff member's role <i>Timing: scheduled observation block</i>	<i>Capturing the work.</i> DURING and AFTER - Capture objective evidence: practice, student actions, outcomes - Draw from the six types of evidence (impact) - Triangulate across multiple sources of data for consistency - Mitigate risks to evidence integrity <i>Timing: during and immediately following observation</i>	<i>Dialogue about the work.</i> AFTER - Reflective conversation grounded in evidence - Praise feedback aligned to observed strengths - Polish feedback identifying area for growth - Collaboratively establish action step(time-bound) - Apply signatures in eDoctrina <i>Timing: within 7–10 working days of observation</i>	<i>Growing from the work.</i> ONGOING - Implement the action step in practice - Monitor impact on student learning and outcomes - Connect to PDP goal and Growth Objective - Feeds into the next observation cycle <i>Timing: continuous until next round</i>

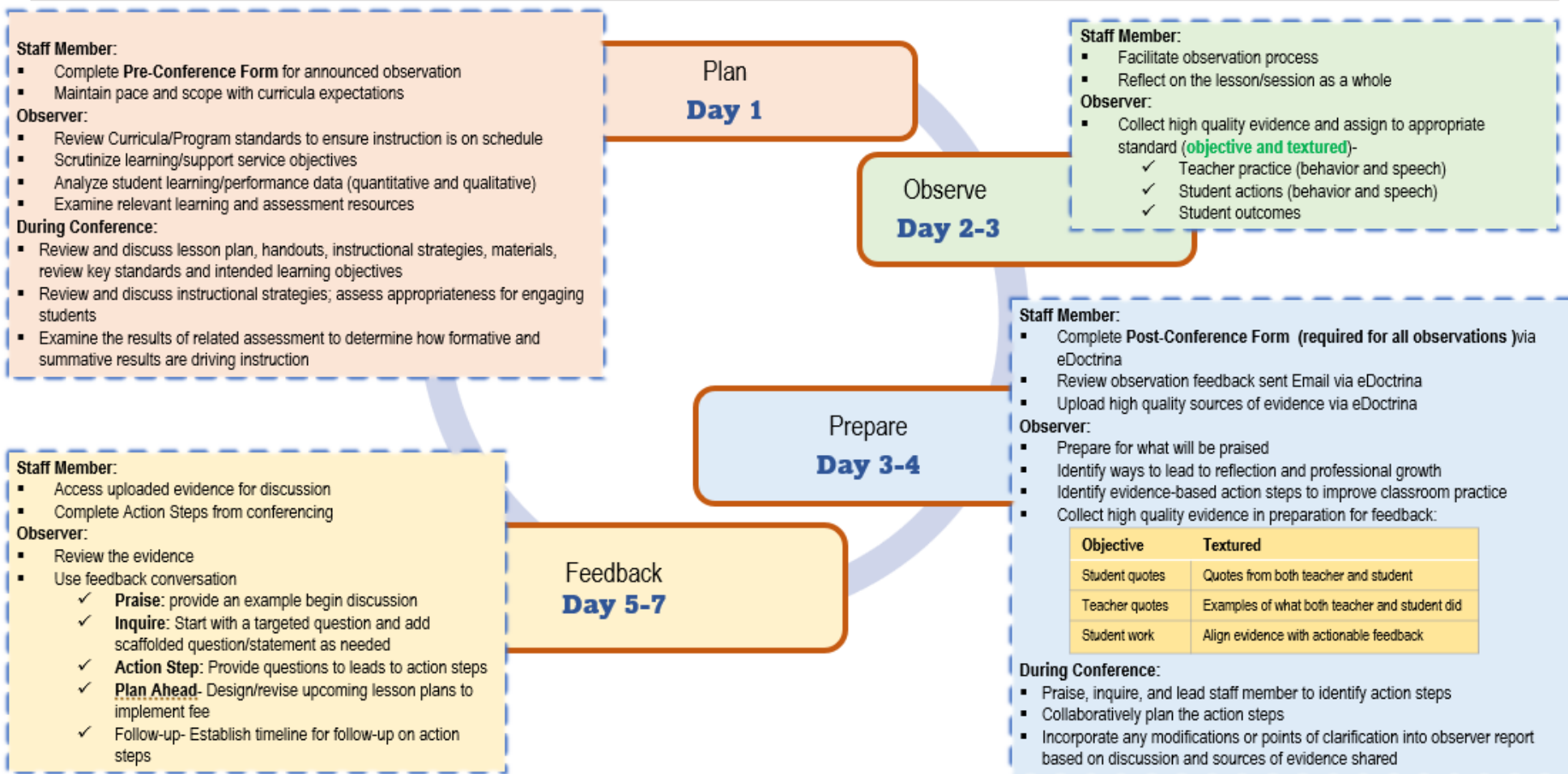
The Continuous Loop

Step 5 feeds Step 1 of the next round. Every action step becomes a focus area for the next pre-conference. Every Professional Development (PDP), Growth Objective is monitored across multiple rounds. The loop is the system; the system is the loop.

The Shared Goal at Every Stage

For the Staff Member	For the Observer	For Students
<i>Reflection, growth, and impact on students.</i>	<i>Evidence, coaching, and shared accountability.</i>	<i>Improved learning, engagement, and outcomes.</i>

Observation Cycle: High Quality Feedback



Pre-Conference

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

WHAT	WHEN	WHO
A reflective conversation guided by a series of questions completed within eDoctrina. - Invites reflection on practice - Identifies specific Professional Educator Standards to be observed - Aligns to the Annual Evaluation Schedule	Required for at least one announced observation per staff member. - At least one workday before observation - No more than seven working days before - If staff is absent, conducted on return date	Completed by the staff member being observed; reviewed by the observer. - Long-term substitutes follow the same process - Provides an opportunity for success and focused growth

Observer Requirements

Trained	Employed	Supervisory	Certified
On all observation rubrics within purview of service and job description. <i>N.J.A.C. 6A:10-2.2</i>	Currently employed within the District.	Serves in a supervisory role in the District.	Holds 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 the respective Pre-Conference Form within eDoctrina. Check the pacing guide, expected standards, and the instructional or program expectations.	Access and review the completed Pre-Conference Form within eDoctrina. Understand the staff member's goals and the design for instructional or program expectations in relation to the Professional Educator Standards being observed.
Ensure the instruction or session is on schedule. Practice, rehearse, and verbally describe the upcoming lesson, meeting, or unit sequence: - learning goals and objectives - instructional episodes and parts of the lesson - how learning or the session will be assessed	Use probing and clarifying questions to ensure the learning goals, assessments, and activities are clearly articulated and aligned with one another. Reference shared instructional or program expectations.

Staff Member Being Observed (I Do)	Staff Member Conducting Observation (You Do / We Do)
• appropriate activities, instructional, or program strategies to be used, and why • Demonstration of Learning (DOL)	
Identify the part of the lesson or session sequence the administrator will observe, where applicable.	Note the part of the lesson or session sequence that will be observed (check the schedule of staff within Infinite Campus). Decide which standards will be used to collect evidence in alignment with the instructional or program expectations.
Picture how the lesson will go. Share any concerns, challenges, or problems related to the content, performance data, specific students, or the class as a whole. Gather feedback and support from the observer.	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? What relevant data sets might be helpful?") Address remaining concerns by problem solving as a team.
Tell the observer what you'd like the focus to be within the designated standards (for example, how many students are actively participating, or how to find milestones in student progress). Think about the kind of data and high-quality evidence that would help evaluate the success of the lesson.	Help the staff member decide what specific feedback they would like during the lesson or session and what kinds of data would be most useful to collect.
<i>Think of your lesson as a professional learning opportunity, not as a performance to be judged.</i>	<i>Reinforce the ultimate purpose of the observation process: to initiate a focused, collaborative, and productive dialogue about how to improve teaching and learning.</i>

Source (modified): Thoughtful Classroom

Observation

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

Observation — a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. The given staff member's schedule specifies the block of time, content or 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 of Observations

Type	Definition
Announced	The person conducting the evaluation will notify the staff member of the date and class period the observation will be conducted. <i>I do know when ... so the pre-conference form is completed.</i>
Unannounced	The person conducting the observation will not notify the staff member of the date or time the observation will be conducted. <i>I don't know when ... so no pre-conference form is completed.</i>
Co-Observers	Co-observers use co-observation to promote accuracy in scoring and to continually train themselves on the instrument. 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. <i>Observer to observer.</i>

KEY CONSIDERATION

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

Best Practice: Observation Roles and Responsibilities

Staff Member Being Observed (I Do)	Staff Member Conducting Observation (You Do / We Do)
<i>Long-term substitutes under contract in the District are evaluated in the same manner as all contracted teachers.</i>	All observers conducting observations must receive annual training on each component of the evaluation rubric, including setting growth objectives.
Conduct the lesson or session. Pay attention to the decisions you make and the thinking processes behind those decisions.	Before the observation begins, review the objective or goal, Demonstration of Learning (DOL), essential questions, teaching behaviors, and student behaviors for whatever portion of the lesson is being observed. The staff member's schedule specifies the block of time, content, subject matter, or caseload to be observed.
Pay attention to student learning and 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, and why?	Observe (do not judge) demonstrated performance. Look for evidence relevant to the indicators and standards being addressed. Examine the effect of the staff member's behaviors on student learning, engagement, and achievement.
Reflect on the lesson or session as a whole. Think about the structure, the decisions made while facilitating, students' level of engagement and achievement, and the connection to the instructional or program model.	Indicate whether individual indicators or behaviors are evident, not evident, or a missed opportunity. Review the guidelines set for the instructional or program expectations.
<i>Observations are performed by trained staff. All observers and those being observed must be trained on the instrument before evaluating or being evaluated.</i>	Participate in annual Refresher: 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.
	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.

Other Considerations

Teachers hired after February 1st: 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 or rated year.

Teachers hired after March 15th: required to have one observation with a pre- and post-conference conducted by April 15th. These teachers will not receive a final summative score.

Tenured teachers returning from leaves or sabbaticals: follow the dates and guidelines outlined above and will not receive a summative score.

Signatures: sign finalized observations and summative conference forms after post-conferences by both the observer and the staff member. Applying signatures does not represent agreement with the observation.

Classroom/Site Visits

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

Classroom/Site Visits- a professional development strategy to facilitate discussions between the immediate supervisor and teacher about classroom or site practice. Brief, 10 minute, structured, and non-evaluative, followed by a conversation about what was observed. A rating and/or scoring is not provided on the feedback given.

- A way to initiate dialogue about improvement in professional practice
- A snapshot of teaching, learning, and provision of services
- Ten minutes of focused observation
- Minimum of three for the school year
- Feedback is provided via eDoctrina

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 and reflection.	Confirm and establish progress monitoring data and practices reflected in lesson planning.
Build professional development and growth plans for PLCs and one-on-one support sessions.	Gauge the climate of the school or classroom, even in remote environments.
	Model the value of teaching and learning as a means to increase visibility throughout the school and remote environments. Establish leadership in a professional learning community.

Growth Objectives (SGOs and PGOs)

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

Multiple Measures: the teacher evaluation framework is based on multiple measures of performance and student growth. The holistic evaluation rating considers multiple factors across time. There are multiple measures within teacher performance and student growth, within and across years. Student growth measures may include data from multiple assessments and subjects.

Student Growth Objective (SGO): an academic goal that teachers and evaluators set for groups of students.

Program Growth Objective (PGO): goals developed by educational service professionals such as school counselors, nurses, media specialists, and CST members.

Ensure SGOs are long-term goals (the majority of the school year) that teachers set for students. They must be:

- Specific and measurable
- Aligned to state academic standards or educational service professional standards
- Based on student growth, development, or achievement that addresses areas of refinement and challenges
- Set using available student learning data, climate and culture data, and District or school improvement plans
- Developed by a staff member in consultation with the immediate supervisor
- Approved and scored along with the staff member's immediate supervisor

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

Timeline for Growth Objectives

Step	Action
Step 1 <i>Establish Baseline and Set Goals</i>	- Collaborate with the immediate supervisor to identify baseline using multiple measures - Get approval to administer assessments from your principal or supervisor - Administer assessments - Analyze student data and determine starting points - Teachers and co-teachers can collect and compile data together. Once set, discuss student starting points with team members and gather feedback. - Meet with your principal or supervisor to finalize, approve, apply signatures and dates, and submit your SGO All Goals and Growth Objectives DUE October 31st.
Step 2 <i>Monitor and Adjust</i>	- Ongoing monitoring of student data (attendance, grades, instructional modifications) - Track progress and refine instruction - At the close of each marking period and 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 and share refined instructional plans with teams for feedback 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. February 15th is the final cutoff date for adjustment of SGO and PGO.
Step 3 <i>Score and Reflect</i>	- 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
Final Considerations	- A large majority of the students are represented - Start and stop dates include a large portion of the school year - Reference content at the most specific level of state standards - Include a significant portion of standards taught during the school year - 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

Best Practice: Growth Objective Roles and Responsibilities

Staff Member	Staff Member (Special Cases and Monitoring)
All non-tenured teachers develop, with the immediate supervisor at the start of the year, two (2) SGOs regardless of whether they receive an SGP score.	Hired after October 1st: 20 working days to develop two (2) SGOs.
Growth objectives are: - aligned to standards - supported by a clear rationale for the refinement or challenges being addressed - set using available student learning data, climate and culture data, and District or school improvement plans	Teachers who begin the year with written SGOs and take a leave of absence will, upon return, continue with those SGOs.
Monitoring Process: - Plan — align instruction and assessments into short-cycle assessments - Implement — use teaching strategies and assessments to monitor along the way - Collect — use a variety of techniques to frequently collect data - Analyze — analyze the data - Plan — adjust instruction based on the needs shown in the data	Hired after February 1st: must set SGOs to encompass the instructional period between February 1st and March 14th. This will not result in a summative conference or rated year.
Review and Score: - Collect information about student learning from the SGO assessment and calculate your SGO score according to the approved scoring plan - Consult with your supervisor to share the information and discuss your final score - Discuss lessons learned and steps for setting SGOs in the following year	Hired after March 15th: not 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.
	Assessment Types: - Diagnostic: determines students' knowledge and skills before a unit - Formative: monitors student learning and adjusts ongoing instruction - Interim: measures students' knowledge and skills on a specific set of academic goals, typically within a particular time frame - Summative: measures student mastery of standards at the end of a unit

Median Student Growth Percentile (mSGP)

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

Student Growth Percentile (SGP) — 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 and subjects: grades 4–7 mathematics and grades 4–8 ELA, in areas such as ELL, SPED, General Education, push-in, and pull-out.

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

Note: Grade three is a baseline year. As the first testing year, there is no baseline data to create an SGP for that grade.

Long-term or leave replacement substitutes under contract in the District should be evaluated in the same manner as all contracted teachers.

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

Best Practice: mSGP Roles and Responsibilities

Staff Member (Teacher Side)	Staff Member (System and District Side)
To have an SGP score, teachers 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.	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.
Students must be enrolled for 70% or more of the course duration prior to the administration of the test. The teacher must be scheduled as "Teacher of Record" assigned to a grade 4–8 Language Arts or grade 4–7 Math course with an updated and accurate roster of taught students at least 60% of the time before the state assessment.	- 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.
Student growth from one year to the next is compared to students who participate in State assessments and to their "academic peers," with a range from 1 to 99.	Long-term substitutes under contract in the District should be evaluated in the same way as all contracted teachers.
Teachers are identified within Infinite Campus as the "Teacher of Record" for their given courses.	

Reference Tool: Observation Feedback, PDP, and Growth Objective Alignment

Purpose and Use: This tool is used during post-conferences, PDP development, mid-year reviews, and summative evaluation conferences to ensure that observation evidence drives professional development (PDP) goals and aligns with student growth measures (SGOs, PGOs, etc.), creating a clear line of sight from instructional practice to student outcomes across the district.

“Strong PDPs are triangulated: observation evidence drives the area for development; the SMART goal names the instructional shift; activities build the skill; and the Growth Objective measures the student impact.”

PDP Component Look-Fors: Weak vs. Strong

Use this chart to calibrate what alignment looks like across each section of the PDP. Each row identifies what an administrator should see, contrasts a weak example with a strong SMART triangulated example, and points to the requirement that must be satisfied.

PDP Component	Administrator Look-Fors (What You Should SEE)	Weak Example	Strong SMART Triangulated Example
Observation / Evaluation Evidence <i>Identify specific instructional gap from observations</i>	- Named component (e.g., 3b) and named standard - Student experience described (what students are doing or saying) - Clear instructional gap identified (rigor, engagement, differentiation, etc.) - Evidence-based (specific data, not opinion) - Connection to student learning and impact (what students are or are not learning as a result)	<i>Needs improvement in instruction.</i>	<i>80% recall questions; limited student discourse; weak written responses.</i>
Section I: Area for Development and Rationale <i>Must include area and sources of evidence</i>	- Mirrors observation evidence exactly - Multiple data sources (observation, student work, SGO baseline, etc.) - Clear instructional need identified - Connection to student learning and impact articulated	<i>Improve instruction.</i>	<i>Questioning (3b), observation, student work, and baseline data.</i>
Section II: SMART PDP Goal <i>Specific, measurable, action-oriented, time-bound</i>	- Specific instructional move (clearly named practice) - Measurable (observable evidence defined) - Frequency and consistency stated - Timeline defined - Directly aligned to identified need	<i>Improve teaching strategies.</i>	<i>Implement higher-order questioning 2x per week to increase analysis.</i>

PDP Component	Administrator Look-Fors (What You Should SEE)	Weak Example	Strong SMART Triangulated Example
	Linked to expected student outcome (SGO connection)		
Section II: PDP Activities <i>Aligned, job-embedded professional learning</i>	- Activities directly build the identified skill - Includes coaching, modeling, and collaboration - Job-embedded and ongoing (not one-time) - Timeline and hours documented - Clearly connected to implementation in practice (not just attendance)	<i>Attend professional development.</i>	<i>PD, coaching, implementation, and peer observation.</i>
SGO Alignment <i>Measures student impact of instructional change</i>	- Same skill or content as PDP goal - Baseline data clearly identified - Measurable growth target defined - Standards-aligned assessment used - Direct connection to instructional focus (not isolated skill)	<i>Students will improve.</i>	<i>Move from 42% to 65% proficiency on standards-aligned assessment.</i>
Triangulation Check <i>ONE coherent instructional focus</i>	- Same language and focus across all components - Clear flow: problem to action to student result - No competing or disconnected goals - Cause-and-effect relationship evident (instruction drives outcome)	<i>No alignment.</i>	<i>Questioning leads to PDP leads to SGO; all aligned.</i>
District / School Alignment <i>Connects to system priorities</i>	- Explicit cited reference to district or school goal - System-level priority reflected in rationale - SGO supports same priority - Alignment to data-driven or instructional initiative (not general statement)	<i>Not referenced.</i>	<i>Aligns to district literacy and reasoning focus.</i>
Section III: PDP Approval <i>Initial PDP must be signed</i>	- Teacher signature present - Supervisor signature present - Dates completed - PDP reflects aligned Sections I through II - Evidence of collaborative development (not compliance-only)	<i>Missing signatures.</i>	<i>Teacher and Supervisor signed aligned PDP.</i>
Section IV: Mid-Year Progress and Signature	- Evidence tied to SAME goal - Includes observation and student data	<i>Making progress; no sign-off.</i>	<i>Mid-year data and adjustments documented; teacher signed.</i>

PDP Component	Administrator Look-Fors (What You Should SEE)	Weak Example	Strong SMART Triangulated Example
<i>Evidence of progress and acknowledgment</i>	- Growth from baseline demonstrated - Adjustments documented (if needed) - Teacher signature present - Progress informs instructional next steps		
Section IV: Summative Review and Signature <i>Demonstrates impact and acknowledgment</i>	- Practice has changed (observable evidence) - Student outcomes documented - Met or Not Met clearly justified - Teacher signature present - Supervisor signature present - Dates aligned to evaluation cycle - Connection back to original goal clearly demonstrated	<i>Completed PD only.</i>	<i>SGO met expected level with evidence; teacher and supervisor signed.</i>
Timeline Alignment (Across All Sections) <i>Must align with evaluation cycle</i>	- Plan begin and end dates accurate - Mid-year and summative dates consistent - Matches evaluation cycle - All components reflect a continuous cycle of improvement	<i>Dates inconsistent.</i>	<i>All dates aligned across PDP and evaluation cycle.</i>

Reflective Rubric: PDP Triangulation

This rubric supports calibration across observers and PDP review teams. Use it to determine where a PDP currently sits on the triangulation continuum and what next steps will move it toward Proficient.

Rating	Descriptor: What It Looks Like in Practice
PROFICIENT	Observation evidence clearly identifies a specific instructional gap tied to student learning. Area for development directly reflects that evidence using multiple data sources. PDP goal is SMART (specific, measurable, action-oriented, time-bound) and defines the instructional shift. Activities are job-embedded and ongoing, supporting implementation. SGO measures the same skill or content with clear baseline and growth target. Full triangulation is evident (problem leads to action leads to student result). Clear alignment to district and school priorities. Mid-year review shows evidence of progress, student data, and adjustments. Summative review demonstrates change in practice and measurable student impact. All required signatures (Sections III and IV) are present and dated. Timeline reflects a coherent cycle of continuous improvement.
DEVELOPING	Observation identifies a concern, but the instructional gap or student impact is not fully clear. Area for development is loosely connected or supported by limited data. PDP goal includes some SMART elements but is missing clarity (e.g., measurable evidence, frequency, or timeline). Activities are somewhat aligned but focus more on participation than implementation. SGO is partially aligned or lacks clarity in baseline or growth target. Partial triangulation exists but is inconsistent. General reference to district priorities, but not clearly embedded. Mid-year review includes limited or unclear evidence. Summative reflects completion more than impact. Signatures may be present, but alignment or documentation is inconsistent. Minor timeline inconsistencies.
NOT ALIGNED	Observation feedback is vague, opinion-based, or not tied to student learning. Area for development is generic or unrelated. PDP goal is not SMART (vague or activity-based). Activities are disconnected or one-time. SGO is unrelated or lacks baseline or growth measures. No triangulation: components function separately. No connection to district priorities. Mid-year review is missing or lacks evidence. Summative reflects completion only, not impact. Missing or incomplete signatures (Sections III and IV). Timeline is inconsistent or not aligned to evaluation cycle.

MOMENT OF REFLECTION

Using this Reference Tool, where is your PDP triangulation strongest, and where is the line of sight still loose?

What is one move you can make this week to tighten the connection between observation evidence, your PDP goal, and your Growth Objective?

Coaching Conversation Stem Bank

Strong post-conference conversations are built on strong questions. This stem bank organizes high-leverage coaching stems by domain to support evidence-based dialogue, reflective practice, and the development of clear action steps. Stems are intended as starting points, adapted by the observer to fit the staff member, the evidence, and the goal of the conversation.

“The right question, asked at the right moment, opens the door to growth.”

Universal Opening Stems

Use these to open any post-conference, regardless of domain or rating.

Reflection First	Evidence Grounded
• How do you feel that lesson went? • What part of the lesson are you proudest of? • If you taught this lesson again tomorrow, what would you keep? What would you change? • What did students learn or do that surprised you? • Talk me through your thinking when you decided to ...	• I noticed ... What was your thinking behind that move? • I heard a student say ... What does that tell you about their understanding? • Looking at the student work from today, what patterns do you see? • The evidence shows ... How does that connect to your learning goal? • Can you walk me through the data you used to plan this lesson?

Domain-Specific Coaching Stems

Domain	High-Leverage Coaching Stems
Domain 1 <i>Planning and Preparation</i> <i>Supports the work.</i>	• How did the data you reviewed shape your decisions in this lesson? • What standards anchored your planning, and how did students see those standards in action? • How did your knowledge of these specific students inform what you planned? • What did you anticipate would be hard for students, and how did you plan to address it? • How did your assessment plan connect back to the learning goal? • What resources did you choose, and why those resources for these students?

Domain	High-Leverage Coaching Stems
Domain 2 <i>Learning Environments</i> <i>Enables the work.</i>	• What evidence shows that students felt safe taking academic risks today? • How do your classroom routines support student ownership of learning? • What did you notice about the culture for learning during the lesson? • How did you respond when student behavior shifted? What did you adjust? • How does the physical space in your classroom reflect the work students do? • What relationships did I see between students during collaborative work?
Domain 3 <i>Learning Experiences</i> <i>Drives the work.</i>	• How did you know students understood the purpose of today's lesson? • What was the most powerful question you asked? What did students do with it? • When were students doing the heaviest thinking? What was happening then? • How did you check for understanding throughout the lesson? What did you do with what you learned? • Where did you respond flexibly to student need? What signaled the need to adjust? • What was the role of student talk in this lesson? How did you cultivate it?
Domain 4 <i>Principled Teaching</i> <i>Sustains the work.</i>	• Looking back on this lesson, what does the student work tell you about your impact? • How will you use what you learned from this lesson to plan the next one? • What families would benefit from hearing about today's lesson? How will you communicate that? • What professional learning are you pursuing right now that connects to what I saw today? • How does this lesson contribute to your Professional Development Plan goal? • What does this evidence show about the impact you are having on these students this year?

Closing Stems: Toward an Action Step

- Based on what you and I have discussed, what feels like the most important next step?
- What would success look like if you implemented that change over the next two weeks?
- How will you and I both know that the action step is working?
- What support do you need from me, your team, or the district to make this happen?
- When should we plan to revisit this and review the impact together?

Self-Reflection Tool for Conferencing

This self-reflection tool prepares staff members to enter pre-conferences, post-conferences, and summative conferences as full partners in the evaluation dialogue. Complete this tool before each conference to clarify your own thinking, surface evidence, and arrive ready to discuss practice, impact, and growth.

“The strongest conferences are conversations between two reflective professionals, both prepared, both grounded in evidence, both focused on student impact.”

Before the Pre-Conference

Reflection Prompt	My Thinking
What is my learning goal for this lesson or session, and how does it connect to the standard?	
What do I know about these students that shaped my planning?	
What instructional moves or strategies am I going to use, and why?	
How will I know students have learned? What is the demonstration of learning?	
What specific feedback would help me grow? Where do I want my observer to focus?	

Before the Post-Conference

Reflection Prompt	My Thinking
How did the lesson or session actually go, compared to what I planned?	
What evidence do I have that students learned what I intended?	
What did I notice about my own instructional moves? What worked? What did not?	
What in-the-moment decisions did I make, and what was my thinking behind them?	
If I taught this again tomorrow, what would I change? What would I keep?	
What is one action step I am ready to take, based on what I learned from this lesson?	

Before the Summative Evaluation Conference

Reflection Prompt	My Thinking
Looking across the full year, what are the strongest patterns in my practice? What is the evidence?	
Where have I grown most this year? What changed, and what produced that change?	
What does the student growth data show about my impact this year?	
What progress did I make on my Professional Development Plan goal? What evidence supports that?	
Where do I still want to grow? What does that growth look like next year?	
What support do I need from my supervisor, my team, or the district to continue growing?	

MOMENT OF REFLECTION

Which conference do you typically arrive at most prepared? Which one do you want to enter differently this year?

What practice can you build into your routine to ensure self-reflection becomes part of how you grow, not just something you complete for an evaluation?

Post-Conference

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

Post-Observation Conference — a meeting, in person or remotely (in extreme circumstances), between the supervisor who conducted the observation and the teaching staff member for the purpose of discussing the data collected during the observation.

This is an opportunity for the teacher and observer to discuss the lesson. The observer provides feedback regarding the teacher's rating for the standards observed. The observer and teacher share insights and work toward agreement regarding the rating for the elements observed. The observer should provide additional resources to support the teacher in improving instructional practices. At the conclusion of the process, the observer reviews the rating decision and records or 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. The staff member receives a copy of the observation from the 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 eDoctrina and indicate the co-observer from the drop-down menu. The post-conference may be conducted by both observers, ensuring shared perspectives.

Timing: the post-observation conference must occur within 7–10 working days of the observation, and must be held prior to further evaluative observations.

Best Practice: Post-Conference Roles and Responsibilities

Staff Member (Observed)	Staff Member (Observer)
<i>All staff members being observed and conducting observations must receive annual training on each component of the observation rubric, including S/PGOs.</i>	
At least 24 hours prior to the post-conference, the observer forwards an electronic copy of the observation for the staff member to review.	The staff member completes the post-conference form reflecting on professional practice.
Time is scheduled to review the observation and provide feedback specific to each standard.	Review of the feedback and reference to the post-conference form and sources of evidence.
Bring any material to the conference that corresponds to specific observations being discussed. Review the evidence collected in the classroom, as well as student learning data and prior observations.	One post-conference is required per observation, signed (electronically) by all parties who conducted the observation and post-observation.

Staff Member (Observed)	Staff Member (Observer)
Focus the conference on the purposes of observation and evaluation: to promote professional excellence, improve the skills of teaching staff, 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 eDoctrina.
A teaching staff member on a CAP must discuss progress toward CAP goals during each required post-observation conference.	The final post-observation conference may be combined with a summary conference.

OBSERVATION SIGNATURES

Observers and building administrators should ensure 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 keep a “signature page” in the teacher's file, listing the sign-offs after each observation.

Required signatures are applied. Applying signatures does not represent agreement with the observation.

Source: AchieveNJ

Summative Evaluation Conference

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

Annual Performance Report — a written appraisal of the teaching staff member's performance prepared by the designated supervisor based on the evaluation rubric for the position.

Annual Summative Evaluation Rating — an annual evaluation rating based on appraisals of educator practice and student performance, including all measures captured in the 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.

Summative Rating Cut Scores and Framework Translation

Danielson Framework for Teaching			
Unsatisfactory	Basic	Proficient	Distinguished
New Jersey Department of Education			
Ineffective	Partially Effective	Effective	Highly Effective
1.00 — 1.84	1.85 — 2.64	2.65 — 3.49	3.50 — 4.00

Summative Conference: The Four Steps

At least 24 hours prior to the post-conference, the observer forwards (electronically or hard copy) the teacher a copy of the summative conference report for review.

Step	Focus and Action
STEP 1	Practice (Observations). Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference. Using specific documentation (observation reports, teacher reflection) and citing specific evidence, identify and discuss: • 1–3 areas of strength • 1–3 areas for improvement
STEP 2	Two Student or Program Growth Objectives (S/PGOs). Using completed SGO forms and supporting documentation (assessment results), discuss: • Successes and challenges of the SGO process • Lessons from SGOs about teaching and student learning • Steps to improve SGOs for next year
STEP 3	Median Student Growth Percentile. Use mSGP scores to discuss implications on summative evaluation and future professional goals: • Relationship between mSGP scores and other components of the evaluation • Impact of the score for current observation scores and student achievement measures • Implications of these data and the summative evaluation for the current PDP
STEP 4	Professional Development Plan (PDP). Using the current PDP, discuss strategies for improving performance next year: • Successes and challenges on this year's PDP • Areas of professional development are linked/cited to information from each of the respective observation • Components and implementation of a Corrective Action Plan, if warranted

Overall Evaluation Requirements

The tables below summarize observation requirements by employment status and hire date. The observation minutes shown are minimums; observations may be longer based on the context of the lesson or service.

Non-Tenured Requirements

Non-Tenured (Teacher or Long-Term Substitute) — Starting Prior to February 1st

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Observation	3	At least 30	Required (1 of 3)	Required	<i>Per Framework Charts; multiple observers.</i>	Required	Yes
Classroom/Site Visits	3	At least 10	Not Required	Via eDoctrina	—	—	—

Non-Tenured (Hired AFTER February 1st)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Observation	2	At least 30	Required	Required	<i>Per Framework Charts; multiple observers.</i>	Required	Not Rated
Classroom/Site Visits	2	At least 10	Not Required	Via eDoctrina	—	—	—

Non-Tenured (Hired AFTER March 15th)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Observation	1	At least 30	Required	Required	1,2,3,4,5,6,7	Not Req'd	No
Classroom/Site Visits	1	At least 10	Not Required	Via eDoctrina	—	—	—

Non-Tenured — Corrective Action Plan (CAP)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Observation	4	At least 30 (Mid-Year Review)	Required	Required	<i>Per Framework Charts; multiple observers where required.</i>	Required	Yes

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Classroom/Site Visits	3	At least 10	Not Required	Via eDoctrina	—	—	—

Tenured Requirements

Tenured (Teacher or Long-Term Substitute)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain / Round	GO (2)	Summ.
Observation	2	At least 30	Required (1 of 2)	At least one in-person	<i>Per Framework Charts; multiple observers where required.</i>	Required	Yes
Classroom/Site Visits	3	At least 10	Not Required	Via eDoctrina	—	—	—

Tenured (Education Service Professionals or Long-Term Substitute)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain	GO (2)	Summ.
Observation	1	At least 30	Required	Required	1,2,3,4,5,6,7	Required	Yes
Classroom/Site Visits	3	At least 10	Not Required	Via eDoctrina	—	—	—

Tenured — Corrective Action Plan (CAP)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain / Round	GO (2)	Summ.
Observation	3	At least 30 (Mid-Year Review)	Required	Required	<i>Per Framework Charts; multiple observers.</i>	Required	Yes
Classroom/Site Visits	3	At least 10	Not Required	Via eDoctrina	—	—	—

Tenured (Education Service Professionals) — Corrective Action Plan (CAP)

Type	#	Minutes	Pre-Conf	Post-Conf	Domain / Round	GO (2)	Summ.
Observation	2	At least 30	Required	At least one in-person	<i>Per Framework Charts; multiple observers where required.</i>	Required	Yes

Corrective Action Plan (CAP) Observations

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

Observations for Teachers on a CAP — any teaching staff member rated Ineffective or Partially Effective (summative score of 2.64 or below) 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. 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	
Professional Development requirements stipulated in statute or regulation must be fulfilled.	The CAP does not preclude any other plans for improvement determined to be necessary by the immediate supervisor.
The CAP remains effective until the next annual performance review.	The progress of each teacher in meeting the goals of the CAP must be discussed during each post-observation conference.

Staff Member Being Observed (I Do)	Staff Member Conducting Observation (You Do / We Do)
One report required per observation, signed (electronically or on paper) by the immediate supervisor who conducted the observation and post-observation and by the observed teacher. The teacher may attach a written objection within 7–10 workdays (Personnel File).	The conference to develop and discuss the CAP may be combined with the teaching staff member's annual summary conference at the end of the year of evaluation.
The corrective action plan must be developed and the teaching staff member and designated supervisor must meet to discuss the corrective action plan by October 31st of the school year following the year of evaluation, with these exceptions: • If the Ineffective or Partially Effective summative evaluation rating is received after October 1st, a CAP must be developed within 25 staff member working days following receipt. • The staff member and supervisor may elect to develop the CAP as part of the annual evaluation conference at the end of the year. <i>Note: CAPs from the prior year submitted as NE (Not Evaluated) will resume or start for this school year.</i>	
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. The staff member's progress, together with data and evidence 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.	<i>Sign finalized observations and summative conference form after post-conferences by both the immediate supervisor and the staff member. Applying signatures does not represent agreement with the observation.</i>

Source: AchieveNJ

School Improvement Panel (ScIP)

What are some professional development supports built into the system? The School Improvement Panel is one of them.

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 the 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 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 or 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.

NOTE: ScIP must be in place by August 31st.

Tenure Acquisition

Tenure acquisition is governed by TEACHNJ and AchieveNJ, applying 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 or vice principal, assistant superintendent, school nurses, school athletic trainers, and educational service professionals required to hold an appropriate certificate issued by the Board of Examiners (supervisors, directors, counselors, CST members, etc.).

Pathway to Tenure

- Successful completion of the required mentored induction year for novice teachers.
- Four consecutive academic years of evaluation under TEACHNJ, with at least three of those years rated Effective or Highly Effective.
- All required observations and summative ratings on record, with proper signatures.
- Submission of recommendation through the District's tenure acquisition process.

Reference the District's Tenure Acquisition Timeline for specific dates within the current school year.

Revocation of Tenure

Tenure may be revoked under specific conditions established under TEACHNJ and related New Jersey statutes.

Grounds for Revocation

- Two consecutive annual summative ratings of Ineffective.
- Annual summative ratings of Partially Effective followed by Ineffective in two consecutive years.
- Unprofessional conduct or conduct unbecoming of a teaching staff member that warrants tenure charges under N.J.S.A. 18A:6-10.

Process

- Documentation of all observations, summative ratings, CAPs, mid-year reviews, and supports provided.
- Submission of tenure charges through the District's legal process.
- Arbitration proceedings as provided under TEACHNJ.

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

Non-Renewal

Non-renewal of non-tenured certificated teaching staff members follows a structured process designed to protect the rights of all parties while ensuring sound staffing decisions.

Process for Non-Renewal

- Complete required observations for non-tenured certificated teaching staff members.
- Submit a cover letter to the Assistant Superintendent recommending non-renewal of employment. Include detailed rationale and reasons within the cover letter.

Attach documentation and evidence with the cover letter:

- Hard copies of observation written reports
- Additional supporting documentation: attendance records, warning letters, email communications, improvement plans, professional development and coaching records, and student achievement data

Final Steps

- Complete the Final Summative Evaluation Report and Conference for non-tenured certificated teaching staff.
- Submit a hard copy of the report, all supporting documentation, and the completed non-renewal recommendation package to the Assistant Superintendent.
- The Board of Education will provide written notice of Non-Renewal of Employment to the affected non-tenured certificated teaching staff member.
- Develop a written statement of reasons for non-renewal.
- Appearance before the Board at a Donaldson Hearing, where requested.

How Does the Evaluation Process Function?

*Evaluation is not a single event. It is a multi-faceted system that informs the daily impact of teaching and learning. **Every part connects to every other part.***

Interconnected Function

Each piece of the evaluation cycle feeds the next. Leadership team work sessions inform the data; response to the data drives accountability; use of the data informs decisions; and verification of the data closes the loop.

Leadership Team Work Sessions

Topics that anchor each work session include: Position Control Roster (vacancy), observation schedule, class schedule and caseload, job description, Annual Evaluation Schedule, meeting and training dates, sample feedback (strength and refinement), school-level plan, professional development plan, student performance data, and student and staff attendance.

Response to the Data

As Leadership Team Work Sessions are ongoing, leaders use the opportunity to ensure all staff members are accounted for across:

- Observations
- Multiple Observer Status
- Pre- and Post-Conferences
- Classroom Visitations
- Growth Objectives (two per staff member)
- Median Student Growth Percentile (mSGP)
- Signatures
- Leave of Absence
- Summative Conference

All of this is accounted for to inform professional practices and outcomes.

Use of the Data

With all staff members accounted for, the evaluation data is then vetted and distributed respectively to Human Resources, Payroll, the school, the department, and the New Jersey Department of Education, and certified. It is recommended that evaluation data is continuously reviewed to inform professional development practice, inform staffing decisions, and focus growth objectives.

Verification of the Data

Each observation round results in a summary toward the 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 observations, missing standards, and missing signatures. This allows for the data mining and scrubbing to produce the best outcomes and reduce a rushed and harried process.

Annual Refresher and Monthly Training

Annual Refresher training is required for all returning staff members and is offered from the immediate supervisor. All evaluation requirements are reviewed for the given year. All respective Professional Educator Rubrics are reviewed and unpacked for sources of evidence. The expectations and data for the development of Growth Objectives are reviewed and clarified.

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

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

Organizing for Success

Preliminary agreement on areas of focus driven by the data; agreed-upon roles and responsibilities for who will do what and when; agreed-upon measurement of success; agreed-upon protocol for handling areas of refinement and shortcomings; and an agreed-upon understanding of what to do with new learning.

The Interconnected Pieces

Student Achievement	Growth Objectives	mSGP (where applicable)
Observation	Pre-Conference	Classroom Visit
Post Conference	Summative Conference	Continuous Improvement

The Seven Phases of the Observation Cycle

The observation cycle is structured into seven interconnected phases that guide leaders, observers, and staff through a unified process. Each phase carries clear ownership for both the leader/observer and the staff member, and each phase aligns to a specific round of observation. Together, these phases reflect the planning, implementation, monitoring, and evaluation of professional practice over time.

“Observations consist of at least 30 minutes. October 1st will be used as a cutoff date to determine Year 1-4 guidelines of observation status.”

Observer Quick Reference

- Before: Review roster, schedule, job description, goals, and required documents (guidebook, training resources, etc.)
- During: Collect objective evidence aligned to the rubric and required forms.
- After: Verify post-conference, documentation, signatures, and dashboard status.
- Always: Communicate timelines, focus areas, expectations, and follow-up clearly.

Phase 1: System Setup and Readiness

Confirm readiness and establish system foundations.

Leader / Observer Actions	Staff Actions	Aligned Round
Training and System Access • Complete required training and refresher • verify all observers and staff received required training prior to observation • secure rubric, Annual Evaluation Schedule, and required materials Staff and System Setup • Review staff roster, vacancies, LOAs, schedules, caseloads, and job descriptions • identify staff groups (tenured, non-tenured, CAP, new hires) • onboard newly hired staff within 20 workdays Leadership Team Alignment • Schedule Leadership Team meeting	Training and Readiness • Register and complete required training prior to observation • review evaluation rubric, job description, and instructional/program model • confirm understanding of evaluation process System Access • Verify access to required systems (SIS, evaluation platform, data systems) • access schedule, review, verify roster, and assigned responsibilities Professional Readiness • Review assigned role, caseload, or course responsibilities • begin organizing evidence and artifacts aligned to role	Before Round 1

Leader / Observer Actions	Staff Actions	Aligned Round
- establish shared understanding of expectations - calibrate patterns (isolated, emerging, persistent) - calibrate support continuum (Blue, Green, Yellow, Red) Data Analysis and Pattern Identification - Analyze observation evidence, PDPs, School Plans, and prior data - verify multiple data sources align to identified patterns Support Alignment and Planning - Determine the who and how of staff support level - align support actions (coaching, modeling, CAP if applicable) - document support decisions and next steps	schedule time with immediate supervisor to fully examine the instructional or program model where applicable	

Phase 2: Leadership Planning and Assignment

Establish observation structure, assign responsibilities, and align expectations for implementation.

Leader / Observer Actions	Staff Actions	Aligned Round
Observer Assignment and Structure - Assign observers and co-observers to staff - balance workload across observers - confirm observer capacity and coverage - ensure assignments align to staff role, setting, and program model Observation Schedule and Timeline - Establish observation schedule aligned to Annual Evaluation Schedule - align observation windows to district expectations - ensure timelines are clear, feasible, and consistently applied Component and System Alignment - Align observation focus to domains and components by round - confirm requirements (Growth Objectives, PDPs, pre/post conferences) - ensure alignment to district goals System Coordination and Communication Planning	Assignment Awareness - Review assigned observer(s) - confirm understanding of observation structure, expectations, and timelines - ensure understanding aligns to role, setting, and program model Goal Alignment - Begin aligning Growth Objectives and PDPs to student needs, role responsibilities, and instructional or program model - review prior data to inform goal development Preparation for Implementation - Organize initial materials and evidence aligned to planning components - prepare to engage in observation and goal-setting process	Round 1

Leader / Observer Actions	Staff Actions	Aligned Round
- Develop communication plan for staff (timelines, expectations, process) - prepare tracking tools for monitoring completion, compliance, and progress		

Phase 3: Communication and Staff Readiness

Communicate expectations, confirm understanding, and ensure staff readiness for implementation of the observation process.

Leader / Observer Actions	Staff Actions	Aligned Round
System Communication and Expectations - Communicate observation schedule timelines and expectations to all staff - communicate observer assignments and roles - provide guidance on the observation process and required components Goal and Requirement Verification - Ensure staff complete and submit Growth Objectives and Professional Development Plans within required timelines - review for alignment to student needs and role responsibilities - provide feedback and require revisions until alignment is met Staff Readiness Monitoring - Confirm staff understanding of observation process, expectations, and timelines - monitor readiness of new hires, transfers, and staff returning from leave of absence - verify completion of required training System Readiness and Consistency - Verify communication, goals, and staff readiness align to system expectations - ensure consistency in expectations and messaging across observers	Communication Review and Understanding - Review observation schedule timelines and assigned observer - confirm understanding of observation process expectations and requirements Goal Completion and Alignment - Complete and submit Student Growth Objectives and Professional Development Plans within required timelines - align Growth Objectives to student needs, role responsibilities, and instructional or program model - revise goals based on feedback until alignment is met Readiness for Implementation - Complete required training prior to observation - prepare materials, plans, and evidence aligned to observation components - seek clarification when expectations are not clear within a timely manner	Round 1

Phase 4: Pre-Observation Preparation

Finalize observation focus and complete pre-conference prior to observation.

Leader / Observer Actions	Staff Actions	Aligned Round
Pre-Conference - Conduct pre-conference for announced observations - review lesson or service plan including learning objectives, instructional strategies, and assessment - confirm alignment to standards and observation focus Observation Focus - Gather relevant data sets from multiple sources to provide context and relevance - identify standards and indicators to be observed for the given round - identify objective evidence to be collected including staff practice, student actions, and student outcomes	Pre-Conference Participation - Complete and participate in pre-conference process - describe lesson or service plan including objectives, strategies, student outcomes, and assessment - clarify focus for observation based on the given round Observation Readiness - Prepare materials and plans aligned to observation focus	Round 1 and Round 2

Phase 5: Observation Cycle Monitoring

Conduct observation, collect objective evidence, and monitor implementation to ensure completion, accuracy, progress, and accountability within the evaluation process.

Leader / Observer Actions	Staff Actions	Aligned Round
Observation Execution - Conduct observation aligned to identified focus, standards, and indicators - maintain pacing and scope aligned to curriculum or program expectations - observe staff practice and student engagement within the instructional or program setting Evidence Collection - Collect objective and specific evidence of staff practice, student actions, and student outcomes - collect quantitative and qualitative evidence	Observation Participation - Facilitate observation process within instructional or program setting - implement lesson or service plan aligned to identified focus - demonstrate practice aligned to expectations and instructional or program model Evidence Visibility - Demonstrate observable staff actions and student engagement during observation - ensure student learning or program outcomes are visible through practice	Round 1, Round 2, and Round 3

Leader / Observer Actions	Staff Actions	Aligned Round
- capture authentic examples including observable actions and direct statements - assign evidence to appropriate standards and indicators Evidence Organization and Alignment - Organize collected evidence aligned to standards and indicators - ensure evidence is objective, specific, and accurately assigned System Monitoring and Accountability - Monitor completion of observation rounds aligned to timelines - verify all staff are observed according to requirements - monitor progress of Growth Objectives and PDPs - review status of Corrective Action Plans where applicable - verify required signatures - ensure observations are conducted using correct tools and within correct settings	- provide access to materials and evidence when requested Reflection and Accountability - Reflect on lesson or service delivery following observation - monitor progress toward Growth Objective, PDP, and identified goals - complete required acknowledgments and signatures - prepare to engage in feedback conversation using evidence	

Phase 6: Feedback and Reflective Dialogue

Provide evidence-based feedback, engage in reflective dialogue, and establish action steps to improve practice.

Leader / Observer Actions	Staff Actions	Aligned Round
Evidence Review and Interpretation - Review observation evidence and related data including student performance and prior observations - identify strengths and areas for professional growth based on aligned evidence - prepare targeted questions to guide reflective dialogue Feedback Conference Execution - Conduct post-observation conference within required timelines - provide evidence-based praise aligned to observed strengths - use targeted questions to inquire and prompt reflection - guide staff member to confirm areas for growth	Reflection and Engagement - Review observation evidence and feedback - reflect on observed practice including strengths and areas for growth - engage in reflective dialogue using evidence Action Step Development - Collaborate to establish action steps aligned to area for growth or PDP - clarify expectations for implementation Implementation Readiness - Prepare to implement action step in practice - monitor impact of action step on student learning or program outcomes	Round 1, Round 2, and Round 3

Leader / Observer Actions	Staff Actions	Aligned Round
- collaboratively establish action steps Feedback Documentation - Document evidence, praise, area for growth, and action step - ensure written feedback aligns to domain and component - incorporate clarifications or additional evidence shared during conference Action Step Implementation Planning - Establish clear expectations for action step implementation - define timeline for follow-up and monitoring		

Phase 7: Follow Up, Monitoring, and Continuous Improvement

Monitor implementation of action steps, evaluate impact, and use evidence to inform continuous improvement, system alignment, and final evaluation outcomes.

Leader / Observer Actions	Staff Actions	Aligned Round
Action Step Monitoring - Monitor implementation of action step in practice - conduct follow-up observations or check-ins aligned to action step - collect evidence of changes in staff practice, student actions, and student outcomes Impact Evaluation - Review evidence to determine effectiveness of action step - analyze changes in student learning or program outcomes - compare evidence across observations and data sources to determine progress over time Pattern Identification and Decision Making - Analyze patterns across observations, staff members, and data sources - identify trends in strengths and areas for growth - determine if patterns are isolated, emerging, or persistent - use patterns to inform support decisions System Level Monitoring and Adjustment	Action Step Implementation - Implement agreed upon action step in practice - apply feedback to improve instructional or program delivery - adjust practice based on reflection and feedback Reflection and Impact Awareness - Reflect on changes in practice following implementation of action step - monitor impact on student learning or program outcomes - identify areas of continued growth or needed adjustment Ongoing Engagement and Accountability - Participate in follow-up discussions or observations - continue to refine practice based on evidence and feedback - complete required acknowledgments and signatures	Round 2, Round 3, and Summative

Leader / Observer Actions	Staff Actions	Aligned Round
- Evaluate consistency of implementation across observers, settings, and staff groups - identify system level strengths and gaps - adjust supports, expectations, or processes based on findings Finalization and Accountability - Verify completion of all required observations, conferences, and evaluation components - verify progress and completion of Growth Objectives and PDPs - review status and outcomes of Corrective Action Plans - confirm all required signatures and acknowledgments are completed		

MOMENT OF REFLECTION

As you review the seven phases, which phase do you currently feel most prepared to engage in? Which phase will require additional planning, support, or calibration?

How can these phases help build consistency and transparency across your team or department this year?

Framework Charts: Observation Rounds and Weights by Role

These framework charts establish the observation rounds, timelines, and component weights for each role. The number of observations listed represents the minimum expectation based on role and employment status. Additional observations may occur to support professional growth, provide targeted feedback, or gather further evidence of practice.

Non-Tenured Staff: 3 Observation Rounds

Round / Focus	Teacher	Specialist Type I	Specialist Type II
Round 1 <i>Planning, Preparation, Compliance Systems</i>	1a Applying Knowledge of Content and Pedagogy (2) 1b Knowing and Valuing Students (2) 1c Setting Instructional Outcomes (2) 1d Using Resources Effectively (1) 1e Planning Coherent Instruction (2) 1f Designing and Analyzing Assessments (2) 2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2e Organizing Spaces for Learning (2)	1a Knowledge of Students and Individual Plans (2) 1b Knowledge of Role-Specific Practices (2) 1c Goal Setting Aligned to Student Needs (2) 1d Preparation of Materials, Tools, and Systems (1) 1e Compliance with Federal, State, and Local Requirements (1) 1f Evidence Design and Outcome Measures (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2e Organizing Service Space and Access to Supports (2)	1a Knowledge of Students, Learning Environment, and Support Programs (2) 1b Knowledge of Climate, Culture, and Student Support Systems (2) 1c Goal Setting Aligned to Student Needs and District Priorities (2) 1d Use of Data Systems, Tools, and Resources (1) 1e Compliance, Timeliness, and Documentation Integrity (1) 1f Review of Support Systems and Impact (2) 2a Creating a Culture of Respect, Trust, and Shared Responsibility (2) 2b Collaboration and Continuous Improvement Structures (2) 2e Organizing Service Space and Access to Supports (2)
Round 2 <i>Service Delivery, Mid-Year Adjustments</i>	2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2d Supporting Positive Student Behavior (2) 3a Communicating About Purpose and Content (3) 3b Using Questioning and Discussion Techniques (3) 3c Engaging Students in Learning (3)	1c Goal Setting Aligned to Student Needs (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2d Professional Boundaries and Ethical Conduct (1) 3a Responsiveness to Student Needs (3) 3b Use of Evidence-Based Practices (3)	1c Goal Setting Aligned to Student Needs and District Priorities (2) 2c Advancing Equity, Access, and Inclusive Support Practices (2) 2d Communication and Coordination Systems (1) 3a Using Multi-Source Evidence to Guide Coaching and Support (3) 3b Providing Actionable, Evidence-Based Support and Feedback (3) 3c Goal Setting for Instructional Leadership (3)
Round 3 <i>Monitoring Impact, Outcomes, Professional Contribution</i>	3c Engaging Students in Learning (3) 3d Using Assessment for Learning (3) 3e Responding Flexibly to Student Needs (3) 4a Engaging in Reflective Practice (2) 4b Documenting Student Progress (1) 4c Engaging Families and Communities (2) 4d Contributing to School Community and Culture (1) 4e Growing and Developing Professionally (2) 4f Acting in Service of Students (3)	3c Engagement of Students and Families (3) 3d Monitoring Progress and Adjusting Services (3) 3e Documentation of Service Delivery and Outcomes (3) 4a Accurate Documentation, Reporting, and Integrity (1) 4b Collaboration with Staff and Families (2) 4c Advocacy for Students and Equity (2) 4d Reflection on Practice and Professional Learning (2) 4e Contribution to School Culture and Improvement (2) 4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	3c Goal Setting for Instructional Leadership: progress review (3) 3d Leading Professional Learning and Coaching Cycles: implementation verification (3) 3e Monitoring and Adjusting Instructional Support Based on Impact: impact review (3) 4a Reflecting on Practice and Impact (2) 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1) 4c Communicating and Collaborating with Stakeholders (2) 4d Engaging in Professional Growth and Leadership Contribution (1) 4e Demonstrating Professional Conduct and Ethical Leadership (1) 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)

Note: Sustained implementation and impact verification. Evidence includes documentation of service delivery, monitoring of progress, analysis of outcomes, and professional reflection, confirming the continuity and effectiveness of practices established in earlier rounds.

Tenured Staff: 2 Observation Rounds

Round / Focus	Teacher	Specialist Type I	Specialist Type II
Round 1 <i>Planning, Preparation, Compliance Systems</i>	1a Applying Knowledge of Content and Pedagogy (2) 1b Knowing and Valuing Students (2) 1c Setting Instructional Outcomes (2) 1d Using Resources Effectively (1) 1e Planning Coherent Instruction (2) 1f Designing and Analyzing Assessments (2) 2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2d Supporting Positive Student Behavior (2) 2e Organizing Spaces for Learning (2)	1a Knowledge of Students and Individual Plans (2) 1b Knowledge of Role-Specific Practices (2) 1c Goal Setting Aligned to Student Needs (2) 1d Preparation of Materials, Tools, and Systems (1) 1e Compliance with Federal, State, and Local Requirements (1) 1f Evidence Design and Outcome Measures (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2d Professional Boundaries and Ethical Conduct (1) 2e Organizing Service Space and Access to Supports (2) 3a Responsiveness to Student Needs (3) 3b Use of Evidence-Based Practices (3) 3c Engagement of Students and Families (3) 3d Monitoring Progress and Adjusting Services (3) 3e Documentation of Service Delivery and Outcomes (3) 4a Accurate Documentation, Reporting, and Integrity (1) 4b Collaboration with Staff and Families (2) 4c Advocacy for Students and Equity (2) 4d Reflection on Practice and Professional Learning (2) 4e Contribution to School Culture and Improvement (2) 4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	1a Knowledge of Students, Learning Environment, and Support Programs (2) 1b Knowledge of Climate, Culture, and Student Support Systems (2) 1c Goal Setting Aligned to Student Needs and District Priorities (2) 1d Use of Data Systems, Tools, and Resources (1) 1e Compliance, Timeliness, and Documentation Integrity (1) 1f Review of Support Systems and Impact (2) 2a Creating a Culture of Respect, Trust, and Shared Responsibility (2) 2b Collaboration and Continuous Improvement Structures (2) 2c Advancing Equity, Access, and Inclusive Support Practices (2) 2d Communication and Coordination Systems (1) 2e Organizing Service Space and Access to Supports (2) 3a Using Multi-Source Evidence to Guide Coaching and Support (3) 3b Providing Actionable, Evidence-Based Support and Feedback (3) 3c Goal Setting for Instructional Leadership (3) 3d Leading Professional Learning and Coaching Cycles (3) 3e Monitoring and Adjusting Instructional Support Based on Impact (3) 4a Reflecting on Practice and Impact (2) 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1) 4c Communicating and Collaborating with Stakeholders (2) 4d Engaging in Professional Growth and Leadership Contribution (1) 4e Demonstrating Professional Conduct and Ethical Leadership (1) 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)
Round 2 <i>Sustained Implementation, Impact, and Professional Contribution</i>	3a Communicating About Purpose and Content (3) 3b Using Questioning and Discussion Techniques (3) 3c Engaging Students in Learning (3) 3d Using Assessment for Learning (3) 3e Responding Flexibly to Student Needs (3) 4a Engaging in Reflective Practice (2) 4b Documenting Student Progress (1) 4c Engaging Families and Communities (2) 4d Contributing to School Community and Culture (1) 4e Growing and Developing Professionally (2) 4f Acting in Service of Students (3)		

Note: For Teacher Specialists (Type I and Type II), the one-round model reflects a systems-based cycle of planning, service delivery, monitoring, and evaluation of impact. Sustained implementation and impact verification: evidence includes documentation of service delivery, monitoring of progress, analysis of outcomes, and professional reflection.

Non-Tenured Corrective Action Plan (CAP): 4 Observation Rounds

Round / Focus	Teacher	Specialist Type I	Specialist Type II
Round 1 <i>Baseline Practice and System Alignment</i>	1a Applying Knowledge of Content and Pedagogy (2) 1b Knowing and Valuing Students (2) 1c Setting Instructional Outcomes (2) 1d Using Resources Effectively (1) 1e Planning Coherent Instruction (2) 1f Designing and Analyzing Assessments (2) 2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2)	1a Knowledge of Students and Individual Plans (2) 1b Knowledge of Role-Specific Practices (2) 1c Goal Setting Aligned to Student Needs (2) 1d Preparation of Materials, Tools, and Systems (1) 1e Compliance with Federal, State, and Local Requirements (1) 1f Evidence Design and Outcome Measures (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2e Organizing Service Space and Access to Supports (2)	1a Knowledge of Students, Learning Environment, and Support Programs (2) 1b Knowledge of Climate, Culture, and Student Support Systems (2) 1c Goal Setting Aligned to Student Needs and District Priorities (2) 1d Use of Data Systems, Tools, and Resources (1) 1e Compliance, Timeliness, and Documentation Integrity (1) 1f Review of Support Systems and Impact (2) 2a Creating a Culture of Respect, Trust, and Shared Responsibility (2) 2e Organizing Service Space and Access to Supports (2)
Round 2 <i>Early Implementation Monitoring</i>	2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2d Supporting Positive Student Behavior (2) 2e Organizing Spaces for Learning (2) 3a Communicating About Purpose and Content (3)	2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2d Professional Boundaries and Ethical Conduct (1) 2e Organizing Service Space and Access to Supports (2) 3a Responsiveness to Student Needs (3)	2b Collaboration and Continuous Improvement Structures (2) 2c Advancing Equity, Access, and Inclusive Support Practices (2) 2d Communication and Coordination Systems (1) 2e Organizing Service Space and Access to Supports (2) 3a Using Multi-Source Evidence to Guide Coaching and Support (3)
Round 3 <i>Targeted Support and Practice Adjustment</i>	3a Communicating About Purpose and Content (3) 3b Using Questioning and Discussion Techniques (3) 3c Engaging Students in Learning (3)	3a Responsiveness to Student Needs (3) 3b Use of Evidence-Based Practices (3) 3c Engagement of Students and Families (3)	3a Using Multi-Source Evidence to Guide Coaching and Support (3) 3b Providing Actionable, Evidence-Based Support and Feedback (3) 3c Goal Setting for Instructional Leadership (3)
Round 4 <i>Sustained Implementation and Impact Verification</i>	3d Using Assessment for Learning (3) 3e Responding Flexibly to Student Needs (3) 4a Engaging in Reflective Practice (2) 4b Documenting Student Progress (1) 4c Engaging Families and Communities (2) 4d Contributing to School Community and Culture (1) 4e Growing and Developing Professionally (2) 4f Acting in Service of Students (3)	3d Monitoring Progress and Adjusting Services (3) 3e Documentation of Service Delivery and Outcomes (3) 4a Accurate Documentation, Reporting, and Integrity (1) 4b Collaboration with Staff and Families (2) 4c Advocacy for Students and Equity (2) 4d Reflection on Practice and Professional Learning (2) 4e Contribution to School Culture and Improvement (2) 4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	3d Leading Professional Learning and Coaching Cycles (3) 3e Monitoring and Adjusting Instructional Support Based on Impact (3) 4a Reflecting on Practice and Impact (2) 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1) 4c Communicating and Collaborating with Stakeholders (2) 4d Engaging in Professional Growth and Leadership Contribution (1) 4e Demonstrating Professional Conduct and Ethical Leadership (1) 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)

Tenured Corrective Action Plan (CAP): 3 Observation Rounds

Round / Focus	Teacher	Specialist Type I	Specialist Type II
Round 1 <i>Planning, Preparation, Compliance Systems</i>	1a Applying Knowledge of Content and Pedagogy (2) 1b Knowing and Valuing Students (2) 1c Setting Instructional Outcomes (2) 1d Using Resources Effectively (1) 1e Planning Coherent Instruction (2) 1f Designing and Analyzing Assessments (2) 2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2e Organizing Spaces for Learning (2)	1a Knowledge of Students and Individual Plans (2) 1b Knowledge of Role-Specific Practices (2) 1c Goal Setting Aligned to Student Needs (2) 1d Preparation of Materials, Tools, and Systems (1) 1e Compliance with Federal, State, and Local Requirements (1) 1f Evidence Design and Outcome Measures (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2e Organizing Service Space and Access to Supports (2)	1a Knowledge of Students, Learning Environment, and Support Programs (2) 1b Knowledge of Climate, Culture, and Student Support Systems (2) 1c Goal Setting Aligned to Student Needs and District Priorities (2) 1d Use of Data Systems, Tools, and Resources (1) 1e Compliance, Timeliness, and Documentation Integrity (1) 1f Review of Support Systems and Impact (2) 2a Creating a Culture of Respect, Trust, and Shared Responsibility (2) 2b Collaboration and Continuous Improvement Structures (2) 2e Organizing Service Space and Access to Supports (2)
Round 2 <i>Service Delivery, Mid-Year Adjustments</i>	2a Cultivating Respectful and Affirming Environments (2) 2b Fostering a Culture for Learning (2) 2c Maintaining Purposeful Environments (2) 2d Supporting Positive Student Behavior (2) 3a Communicating About Purpose and Content (3) 3b Using Questioning and Discussion Techniques (3) 3c Engaging Students in Learning (3)	1c Goal Setting Aligned to Student Needs (2) 2a Safe, Respectful, and Inclusive Service Environment (2) 2b Establishing and Maintaining Routines and Procedures (2) 2c Managing Time, Space, and Caseload (2) 2d Professional Boundaries and Ethical Conduct (1) 3a Responsiveness to Student Needs (3) 3b Use of Evidence-Based Practices (3) 3c Engagement of Students and Families (3) 3d Monitoring Progress and Adjusting Services (3) 3e Documentation of Service Delivery and Outcomes (3) 4a Accurate Documentation, Reporting, and Integrity (1) 4b Collaboration with Staff and Families (2) 4c Advocacy for Students and Equity (2) 4d Reflection on Practice and Professional Learning (2) 4e Contribution to School Culture and Improvement (2) 4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	1c Goal Setting Aligned to Student Needs and District Priorities (2) 2c Advancing Equity, Access, and Inclusive Support Practices (2) 2d Communication and Coordination Systems (1) 3a Using Multi-Source Evidence to Guide Coaching and Support (3) 3b Providing Actionable, Evidence-Based Support and Feedback (3) 3c Goal Setting for Instructional Leadership (3) 3d Leading Professional Learning and Coaching Cycles (3) 3e Monitoring and Adjusting Instructional Support Based on Impact (3) 4a Reflecting on Practice and Impact (2) 4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1) 4c Communicating and Collaborating with Stakeholders (2) 4d Engaging in Professional Growth and Leadership Contribution (1) 4e Demonstrating Professional Conduct and Ethical Leadership (1) 4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)
Round 3 <i>Monitoring Impact, Outcomes, Professional Contribution</i>	3c Engaging Students in Learning (3) 3d Using Assessment for Learning (3) 3e Responding Flexibly to Student Needs (3) 4a Engaging in Reflective Practice (2) 4b Documenting Student Progress (1) 4c Engaging Families and Communities (2) 4d Contributing to School Community and Culture (1) 4e Growing and Developing Professionally (2) 4f Acting in Service of Students (3)		

Reference Guide: Comprehensive Student Risk Factor Indicator

What is it?

Student Risk Factors are measurable indicators that signal increased likelihood of academic underperformance, disengagement, course failure, credit deficiency, dropout risk, or diminished access to instructional opportunities.

How does it work?

Early Identification

Purpose: Detect students or groups demonstrating measurable risk patterns.

Actions/Key Question: **Which students or groups show documented indicators of elevated risk?**

- Review attendance, behavior, academic, credit, engagement, and service data.
- Disaggregate by subgroup to detect concentrated risk.
- Compare short-term indicators with historical trends.

Severity & Pattern Analysis

Purpose: Determine intensity and underlying contributors.

Actions/Key Question: **Is this a single-factor issue or a layered risk pattern requiring intensified support?**

- Identify whether risk is isolated, recurring, or systemic.
- Examine overlap across categories (attendance + performance + discipline).
- Analyze climate and instructional context.

Targeted Leadership Response

Purpose: Align supports proportionate to documented need severity.

Actions/Key Question: **What calibrated action will directly reduce this risk pattern?**

- Adjust coaching and instructional focus.
- Reallocate intervention resources.
- Align professional learning to address root contributors.
- Strengthen climate and engagement supports.
- Coordinate multi-stakeholder communication.

Monitoring & Recalibration

Purpose: Evaluate impact and adjust intensity.

Actions/Key Questions: **Is risk decreasing across cycles? If not, what must shift?**

- Track indicators at defined checkpoints.
- Compare baseline to progress markers.
- Increase, decrease, or redesign intervention intensity as needed.
- Document outcomes and decision logic.

Student Risk Factors serve as structured early warning and ongoing monitoring indicators that guide targeted leadership action, ensure proportionate intervention intensity, and measure reduction in documented risk patterns across instructional and climate systems.

Academic Risk

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
Declining academic performance over time	Academic Performance Risk (trend decline, inconsistent growth)	Subgroup trends in performance decline across grade levels or content areas	Motivation, confidence, academic identity, external stressors	Adjust instructional strategies, align targeted interventions, monitor progress across cycles
Inconsistent performance across subjects	Academic Risk (strength vs deficit patterns)	Subgroup differences in subject-specific performance	Engagement, relevance, cognitive load, confidence in specific content areas	Differentiate instruction, align supports to specific skill gaps, provide targeted content interventions
High failure rates in specific courses or grade levels	Academic Performance Risk (course failure clusters)	Disproportionate failure rates across subgroups or programs	Disengagement, lack of prerequisite skills, instructional access issues	Align coaching to course-level instruction, adjust curriculum pacing, provide intervention blocks
Students performing below benchmark despite attendance	Academic + Instructional Risk	Subgroup gaps in proficiency despite consistent access	Instructional mismatch, lack of rigor or scaffolding, frustration	Review instructional practices, align tasks to standards, provide targeted academic supports
Strong effort but low outcomes	Academic Risk (effort vs performance gap)	Patterns across subgroups demonstrating similar effort-performance gaps	Skill deficits, processing challenges, ineffective strategies	Provide skill-based interventions, adjust scaffolding, monitor student work closely
Low rigor or inconsistent task quality	Instructional Experience Risk (impacting academic outcomes)	Variations in rigor across classrooms, courses, or subgroups	Disengagement, low expectations, lack of challenge	Provide instructional coaching on rigor, align tasks to grade-level expectations, monitor implementation
Assessment results do not align with classroom performance	Academic + Assessment Risk	Subgroup discrepancies between classroom and formal assessments	Test anxiety, misalignment between instruction and assessment, confusion of expectations	Align assessment design to instruction, provide practice opportunities, analyze assessment validity
Persistent low performance across multiple indicators	Layered Academic Risk Pattern (multi-cycle)	Concentrated subgroup patterns across performance, course outcomes, and access	Compounding frustration, disengagement, academic withdrawal	Initiate Tier 3 academic supports, coordinate multi-disciplinary response, intensify monitoring

Attendance Risk

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
Chronic absenteeism (10%+)	Attendance Risk	Subgroup attendance gaps	Belonging, avoidance, external stressors	Implement targeted attendance supports, family outreach, engagement strategies
Declining attendance trend	Emerging Attendance Risk	Patterns across grade levels or student groups	Disengagement, early withdrawal signals	Intervene early, monitor patterns, align supports
Attendance + low performance	Layered Risk (Attendance + Academic)	Subgroup overlap in attendance and achievement gaps	Disconnection, frustration, lack of relevance	Coordinate academic and engagement supports, monitor both indicators

Behavior Risk

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
High discipline referrals	Behavior Risk	Disproportionate referrals across subgroups	Emotional regulation, peer conflict	Implement restorative practices, adjust discipline systems
Repeat incidents	Patterned Behavior Risk	Subgroup patterns of repeated incidents	Skill gaps in regulation, conflict resolution	Provide targeted behavior supports, monitor recurrence
Behavior + academic decline	Layered Risk	Overlap across subgroups and indicators	Frustration, disengagement, unmet needs	Align behavioral and instructional supports

Engagement Risk

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
Low participation	Engagement Risk	Participation gaps across subgroups	Motivation, relevance, belonging	Increase engagement strategies, student voice
Withdrawal / disengagement	Patterned Engagement Risk	Patterns across courses or grade levels	Disconnection, low confidence	Align supports to engagement and climate
Engagement + academic decline	Layered Risk	Subgroup overlap in engagement and performance	Loss of purpose, frustration	Align instruction to relevance, increase support structures

Climate/Belonging Risk

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
Low belonging or safety	Climate Risk	Disparities across subgroups	Trust, safety, connection	Lead inclusive climate initiatives, strengthen relationships
Negative climate trends	Patterned Climate Risk	Subgroup differences in perception	Disconnection, lack of trust	Adjust climate systems, align staff practices
Climate + attendance/behavior issues	Layered Risk	Overlapping subgroup patterns	Emotional safety concerns	Coordinate climate, behavior, and engagement supports

Intervention/Multi-Tiered System of Supports (MTSS)

If you see this...	Check this (Risk Lens: Urgency)	Then analyze (Equity Lens: Patterns)	Then understand (Social Emotional: Conditions)	Then act (Leadership Response)
Repeated intervention with no progress	Multi-Tiered System of Supports (MTSS) (lack of response)	Subgroup differences in intervention success	Frustration, learned helplessness	Recalibrate intervention intensity, review fidelity
Inconsistent intervention access	Service Access Risk	Disparities in access across subgroups	Lack of support, inequity in opportunity	Ensure equitable service distribution
Intervention + no academic improvement	Layered Risk	Subgroup overlap in services and outcomes	Ineffective supports, disengagement	Redesign interventions, align to root cause

Concluding the Summative Evaluation for the School Year

As the evaluation year comes to a close, use this checklist to confirm that all observation rounds, signatures, documentation, and accountability components are completed in alignment with the Annual Evaluation Schedule and district expectations.

“Closing the evaluation year well begins with verifying that every staff member has been accounted for, every observation has been completed on the correct tool, and every signature has been applied within the eDoctrina system.”

End-of-Year Verification Checklist

- All rounds of the observations are completed for each of my designated staff members. Reference the Position Control List / route sheet to account for all staff members, with appropriate electronic signatures.
- All standards within each round are completed for each designated staff member.
- All indicators within each standard are completed for each designated staff member.
- All staff members within my school (shared, new hires, new assignment, resignation, transferred, or on leave of absence) are accounted for within the observation process.
- I verified all my staff members against my school Position Control List / Staff Routing Sheet to confirm I am not missing any staff members.
- All observations are completed on the correct tool for each of my staff members with all applied signatures.
- All non-tenured CAPs are observed four times within the correct round with all applied signatures.
- All tenured CAPs are observed three times within the correct round with all applied signatures.
- All observations within my school or department received a post-conference and pre-conference where designated.
- All observations are signed by both the staff member and the administrator within the eDoctrina system.

MOMENT OF REFLECTION

Reviewing this checklist, where do you anticipate the greatest verification challenges? What systems or routines can help you confirm completion earlier rather than later?

What evidence will I use to demonstrate professional practice?

Glossary: Key Terms and Concepts

This glossary establishes common language across the Department of Accountability, observers, and staff members. Acronyms are spelled out on first use within the guidebook and again here for ready reference. Use this section throughout the school year as a shared resource for clear, consistent communication during pre-conferences, post-conferences, calibration sessions, and professional development.

A	
Alignment	The consistent connection of observation evidence to a domain, component, instructional or program model, and student outcomes; evidence is said to be aligned when it directly supports a specific critical attribute and points to the same conclusion as other evidence sources.
Announced Observation	An observation in which the person conducting the evaluation notifies the staff member of the date and class period in advance; preceded by a pre-conference.
Annual Performance Report	A written appraisal of a staff member's performance prepared by the designated supervisor, based on the evaluation rubric for the role.
Annual Summative Evaluation Rating	An annual rating based on appraisals of educator practice and student performance, using all measures captured in the staff member's evaluation rubric. The four summative performance categories are Highly Effective, Effective, Partially Effective, and Ineffective.
Artifacts	Documents and materials that serve as evidence of professional practice, including lesson plans, gradebooks, student work samples, service logs, and communication records.
AchieveNJ	The New Jersey Department of Education's educator evaluation and support system established under TEACHNJ.

B – C	
Baseline Data	Initial student data collected at the start of the school year or instructional unit to establish a starting point against which growth can be measured; required for the development of Student Growth Objectives and Program Growth Objectives.
Calibration	The process used to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument; supports inter-rater reliability across observers.
Classroom and Site Visits	A professional development strategy to facilitate discussion between the immediate supervisor and the staff member about classroom or site practice; brief, structured, and non-evaluative, followed by a conversation about what was observed.
Co-Observation	Two or more supervisors trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training and accuracy in scoring; counts as one required observation when observer requirements are met.
Component	A specific area of professional practice within a domain (for example, 1a Applying Knowledge of Content and Pedagogy); the room within the house in the domain-component-element metaphor.

B – C	
Corrective Action Plan	A formal plan developed for any staff member rated Ineffective or Partially Effective on a summative evaluation, providing structured additional support, observation rounds, and progress monitoring throughout the year.
Critical Attributes	The specific descriptors within a rubric component that distinguish one performance level from another (Unsatisfactory, Basic, Proficient, Distinguished); anchor each rating to specific look-fors.
Cut Scores	The numeric ranges established by the New Jersey Department of Education that determine the four summative performance categories: Ineffective (1.00-1.84), Partially Effective (1.85-2.64), Effective (2.65-3.49), and Highly Effective (3.50-4.00).

D – E	
Danielson Framework for Teaching (2022)	The educator practice instrument that organizes professional practice into four domains and the components within each domain; the foundation of the district's evaluation system, adapted across Teacher, Specialist Type I, and Specialist Type II roles.
Demonstration of Learning	Evidence collected during a lesson or session that shows what students have learned or can do as a result of instruction or service delivery; often abbreviated as DOL.
District Evaluation Advisory Committee	A group created to oversee and guide the planning and implementation of the district board of education's evaluation policies and procedures, as set forth in N.J.A.C. 6A:10-2.3.
Domain	A broad area of professional practice (Planning, Environment, Practice, Professional Responsibilities); the house in the domain-component-element metaphor; the district uses four domains across all three educator roles.
eDoctrina	The district's online evaluation platform used to complete pre-conference forms, observations, post-conference documentation, signatures, growth objectives, and summative evaluations.
Educator Practice Instrument	An assessment tool that provides scales or dimensions that capture competencies of professional performance and differentiation of a range of professional performance; the district uses the Danielson Framework for Teaching (2022) as its educator practice instrument.
Element	The specific aspects of practice that make up a component; the items in the room within the domain-component-element metaphor.
Emerging Pattern	A pattern of practice observed more than once but not yet established as persistent; one of three pattern designations (isolated, emerging, persistent) used in evidence interpretation.
Evaluation Rubric	A set of criteria, measures, and processes used to evaluate all staff members; consists of measures of professional practice based on educator practice instruments, and student outcomes.
Evidence	Objective, specific, and verifiable information collected during an observation, including staff practice, student actions, student outcomes, and artifacts; the foundation of every rating decision.
Evidence Integrity	The quality of evidence collected during observations, free from bias, inference, opinion, recency effect, and single-source dependency; supported by triangulation across multiple data sources.

F – L	
Framework	The overall structure that organizes professional practice into clear areas of responsibility; defines what matters most in a role and organizes practice into domains and components.
Growth Objective	A long-term goal that addresses student learning, development, or program impact across most of the school year; encompasses Student Growth Objectives and Program Growth Objectives.
Highly Effective	The top of the four summative performance categories used in the annual summative evaluation rating; corresponds to a summative score of 3.50 to 4.00.
Ineffective	The lowest of the four summative performance categories used in the annual summative evaluation rating; corresponds to a summative score of 1.00 to 1.84; results in placement on a Corrective Action Plan.
Infinite Campus	The district's student information system used to verify rosters and identify the Teacher of Record for mSGP eligibility.
Inter-Rater Reliability	The degree of agreement among multiple observers using the same rubric to evaluate the same evidence; built through calibration sessions and norming activities.
Isolated Pattern	Evidence observed only once and not yet replicated across observations or data sources; one of three pattern designations (isolated, emerging, persistent) used in evidence interpretation.
Leadership Team Work Sessions	Regularly scheduled meetings during which leadership reviews observation data, response to data, use of data, and verification of data to inform evaluation decisions and ensure all staff members are accounted for.
Leave of Absence	An approved absence from the position; staff returning from leave follow the dates and guidelines outlined in the Annual Evaluation Memorandum and may not receive a summative score depending on return date.

M – O	
Median Student Growth Percentile	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 prior-year scores; applied to grades 4-7 mathematics and grades 4-8 English Language Arts.
Mentoring	Pairing of a novice teacher with an experienced teacher during the first year of teaching, for confidential support, modeling, and feedback; mentoring activities are developed in consultation with the School Improvement Panel.
Moment of Reflection	A guided reflection prompt embedded throughout the guidebook to support staff members in personal and professional growth aligned to evaluation content.
Multiple Measures	A foundational principle of the evaluation framework; holistic evaluation considers multiple factors across time, with multiple measures of performance and student growth within and across years (see guidelines).

M – O

Multiple Observers	The requirement that more than one administrator observe a non-tenured teacher or a teacher on a Corrective Action Plan during the school year; multiple observers are highly recommended for tenured teachers.
Multiple Sources of Data	The practice of drawing evidence from observations, student work, assessment results, attendance data, behavior data, family input, peer feedback, and self-reflection; supports triangulation and protects against single-source bias.
New Jersey Standards Learning Education Data (NJ SLED)	system (sometimes called NJ SLEDS, the Statewide Longitudinal Education Data System). It's the state's longitudinal data warehouse that links student, educator, and school data across years.
New Jersey Department of Education	The state agency that establishes policies, rubric guidance, summative cut scores, and reporting requirements for educator evaluation in New Jersey.
Norming	A calibration activity in which observers review the same evidence and discuss ratings to align understanding of rubric language and critical attributes.
Observation	A method of collecting data on the performance of a staff member's assigned duties and responsibilities; an observation for the purpose of evaluation is included in the determination of the annual summative evaluation rating, in accordance with N.J.A.C. 6A:9-1.1.
Objective Evidence	Specific, verifiable information about what a staff member or student said or did during an observation, separate from inference, judgment, or opinion.
Outcome	The impact of practice on student learning, growth, and well-being; one of four ingredients in determining a performance rating, alongside evidence, critical attributes, and patterns.
Ongoing Professional Development	Continuous, job-embedded learning provided in addition to targeted feedback from the evaluation system; coordinated through the Individual Professional Development Plan.

P – R

Partially Effective	One of four summative performance categories used in the annual summative evaluation rating; corresponds to a summative score of 1.85 to 2.64; results in placement on a Corrective Action Plan.
Patterns of Practice	The consistency, frequency, and persistence of evidence observed across multiple observations and data sources; patterns are described as isolated, emerging, or persistent.
Performance Categories	The four levels used to describe professional practice within each rubric component: Unsatisfactory, Basic, Proficient, and Distinguished.
Persistent Pattern	A pattern of practice observed consistently across multiple observations, settings, or data sources; one of three pattern designations (isolated, emerging, persistent) used in evidence interpretation.
Polish Feedback	A statement about the observed performance, process, or strategy of the staff member or the artifact of evidence, stated in a manner that supports professional improvement and refinement.

P – R	
Position Control List	A roster of all staff positions within a school or department, used to verify that all staff members are accounted for across the evaluation cycle, including vacancies, new hires, transfers, and leaves of absence.
Post-Observation Conference	A meeting between the supervisor who conducted the observation and the staff member, for the purpose of discussing the data collected during the observation, providing feedback, and establishing action steps.
Praise Feedback	A statement about the observed process, performance, or artifact of evidence, stated in a manner to support the continued process or strategy.
Pre-Observation Conference	A reflective conversation guided by a series of questions completed within eDoctrina, in which the staff member identifies areas of focus, learning goals, and instructional or program strategies prior to an announced observation.
Professional Development Plan	An individual plan developed by the staff member in consultation with the immediate supervisor, identifying an area for development, a SMART goal, aligned activities, and alignment to student growth measures; required for all staff members.
Professional Educator Performance Standards	The set of standards used to evaluate professional practice; aligned to the Danielson Framework for Teaching (2022) and adapted across Teacher, Specialist Type I, and Specialist Type II roles.
Program Growth Objective	A long-term goal developed by educational service professionals (such as school counselors, nurses, media specialists, and Child Study Team members) addressing program impact across most of the school year.
Rated Year	A school year in which the staff member receives a full summative evaluation rating based on the required observation cycle; staff hired after February 1st generally do not receive a rated year.
Rating	The designation assigned to professional practice observed within each component, based on the evidence, critical attributes, patterns, and outcome; expressed using the four performance categories.
Refresher Training	Annual training required for all returning staff members and offered by the immediate supervisor at the start of the school year; reviews evaluation requirements, rubric components, and growth objective expectations.
Risks to Evidence Integrity	Threats to the objectivity of evidence collection, including inference rather than observation, recency bias, halo effect, single-source dependency, and observer fatigue; mitigated through triangulation, calibration, and the use of multiple sources of data.

S

School Improvement Panel	A panel within each school that supports the planning and implementation of the school's evaluation system, including mentoring activities, professional development planning, and consultation on evaluation procedures.
Scoring Guide	A set of rules or criteria used to evaluate a performance, product, or project; embedded within the educator practice instrument to support consistent rating decisions across observers.
Self-Reflection	A staff member's intentional review of their own practice, evidence, and impact, used as preparation for pre-conferences, post-conferences, and summative evaluation conferences; recognized as an essential component of professional growth.
Signed	The name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record; applying a signature does not represent agreement with the content of the observation or evaluation.
Specialist Type I	Educators providing direct services aligned to student needs and individual plans, including LDT-Cs, Behaviorists, Pupil Intervention Resource Teachers, Counselors, Social Workers, Student Assistance Coordinators, Behavioral Disability staff, Nurses, Occupational Therapists, Physical Therapists, Athletic Trainers, Speech Language Pathologists, and School Psychologists.
Specialist Type II	Educators in coaching, mentoring, and system improvement roles, including Teacher Coordinators, Teacher Mentors of Data, and Teacher Mentors of Climate and Culture; provide support to staff, programs, and systems.
Student Growth Objective	A long-term academic goal that teachers and evaluators set for groups of students; aligned to state academic standards and based on baseline data, with a measurable growth target.
Student Growth Percentile	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 prior-year scores; reported on a scale of 1 to 99.
Summative Evaluation Conference	The end-of-cycle conference at which the staff member's annual summative rating is discussed, signed, and documented; aligns observation evidence, growth objective results, and professional development plan progress.
Supervisor	An appropriately certified staff member or superintendent employed in the district in a supervisory role and capacity, possessing a school administrator, principal, or supervisor endorsement, as described in N.J.A.C. 6A:9B-11.
Support Continuum	A four-level continuum of district support used to align coaching and intervention to identified staff need: Blue (preventive and enrichment), Green (general support), Yellow (targeted support), and Red (intensive support, often aligned with a Corrective Action Plan).

T – Z

TEACHNJ	The Teacher Effectiveness and Accountability for the Children of New Jersey Act, signed into law on August 6, 2012; establishes the framework for educator evaluation, tenure acquisition, and tenure revocation in New Jersey.
Teacher	A staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the State Board of Examiners and who is assigned a class roster of students for at least one particular course.

T – Z	
Teacher of Record	The teacher identified within Infinite Campus as the staff member responsible for a given course; required for mSGP eligibility, with the teacher scheduled at least 60% of the time before the state assessment.
Teaching Staff Member	A member of the professional staff of a district or regional board of education holding a valid, effective, and appropriate standard, provisional, or emergency certificate; includes positions of school nurse and school athletic trainer.
Tenure Acquisition	The process by which a staff member earns tenure; under TEACHNJ, eligible after four years of board-approved employment following August 6, 2012.
Tenure Revocation	The process for removing tenure for inefficiency under TEACHNJ; triggered by multiple years of Ineffective or Partially Effective summative ratings.
Triangulation	The use of multiple sources of evidence to confirm a finding or conclusion; protects against single-source dependency and supports valid, defensible rating decisions.
Unannounced Observation	An observation in which the person conducting the observation does not notify the staff member of the date or time the observation will be conducted; no pre-conference form is required.
Verification of Data	The final step in the evaluation cycle, in which each observation round results are reviewed for completeness against the requirements, including missing observations, missing standards, and missing signatures; supports clean, defensible data.
Withholding of Increment	A disciplinary action under N.J.S.A. 18A:29-14 in which a staff member's salary increment is withheld for the following school year based on specific identified conduct conditions.

This glossary is a living document. As new terms emerge through training, practice, and district priorities, additions and refinements will be made by the Department of Accountability in collaboration with the District Evaluation Advisory Committee.

“Our work is unified in purpose, measured in practice, and defined by impact. The work continues through every observation, every coaching conversation, and every commitment to growth.”