Freehold Borough School District

District Evaluation Protocols and Procedures

School Year 2026 – 2027

Developed in compliance with the
Teacher Effectiveness and Accountability for the Children on NJ (TEACH NJ) Act

Board Adoption Date: September 9, 2026

District Evaluation Protocols and Procedures

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New Jersey Regulations – Educator Evaluation

Educator Evaluation Overview

https://www.nj.gov/education/edueval/index.shtml

Educator Evaluation relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. The state may adjust the weights in the charts, located within this document in future school years to reflect lessons learned from new data and feedback from educators.

Student Achievement

Students enter classrooms at varying levels of achievement and educators deserve credit for helping them progress. Educator Evaluation incorporates measures of student growth over time, and does not rely on a single snapshot of proficiency.

Student Growth Percentiles (SGPs) measure achievement gains within 4th-8th grade Language Arts and 4th-7th grade Math. Using the state standardized assessment, SGPs compare the change in a student's achievement from one year to the next to that of all other students in the state who had similar historical results (the student's "academic peers"). For teachers in tested grades and subjects, it counts for a portion of the overall evaluation rating. In order for teachers to have an SGP score, they must have 20 separate students with SGP scores, and students must be enrolled in a teacher's class for at least 70% of the year. SGPs will be provided to the District and are calculated at the state level.

Student Growth Objectives (SGOs) for their students at the start of the year and are assessed on whether those objectives are met at the end of the year. SGOs are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. These academic goals should be aligned to standards and measured using high quality assessments of various types including locally-developed tests, performance assessments, and portfolios. Teachers of **non-tested grades** and subjects are required to set two SGOs; a teacher's ability to meet or exceed his or her SGOs counts for **15%** of the overall evaluation. Teachers of **tested grades** and subjects are required to set two SGOs; a teacher's ability to meet or exceed his or her SGO(s) counts for **25%** of the overall evaluation.

For SY 26-27, NJDOE halted the collection of new SGOs for tenured teachers. Non-tenured teachers are required to develop SGOs.

Scoring SGOs

The simplest way to generate a score based on how many students met their target score in a tiered SGO is to assign a point value to the attainment level for each group. However, this does not take into account that the number of students in each preparedness group may significantly differ. For example, if 85 percent of students in the medium level group made their target, this might result in four points as "exceptional attainment" of the goal. However, perhaps only 65 percent of the high level group made their goal, giving a score of only "partial attainment" and two points. If both groups were of the same size, an average score of a three would fairly represent the teacher's work. However, if there were 50 students in the medium level group and only 10 in the high level group, giving equal weight to each score does not fairly represent the overall achievement. Using a weighted score solves this problem. This can be seen in the next two tables:

Preparedness Group	Number of Students in Each Group	Percentage of Students In Each Group	Weight Assigned to Attainment Score*
Low	36/65	56%	0.56
Medium	21/65	32%	0.32
High	8/65	12%	0.12

**rounded up to produce 1.*

Figure 15: Calculating weights for attainment scores based on proportion of students.

The calculated weights from Figure 15 can then be applied to the straight scores obtained as shown in Figure 16.

Preparedness Group	Number of Students at Target Score	Objective Attainment Level	Weight	Weighted score
Low	31	4	x 0.56	2.24
Medium	16	3	x 0.32	.96
High	4	2	x 0.12	.24
			Total	3.44

Figure 16: Determining a weighted score for a tiered SGO.

Teacher Practice

Teacher practice is measured by performance on a state-approved teacher practice instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations.

Non-tenured teachers will have a minimum of three required observations each year. This includes one observation with pre and post conferences. Multiple observers are required.

Tenured teachers will have a minimum of two required observations each year. One observation will be announced and requires pre and post conferences. Multiple observers are recommended. Tenured teachers who are rated Highly Effective in their previous year's Summative Evaluation have the option to complete one of the commissioner-approved highly effective educator activities in lieu of one of the two required observations as outlined in the Educator Evaluation Guidance.

Types of Observations/Evaluations

Observation Requirements Summary[2]

Teacher Status	Minimum Observations (at least 20 minutes each)	Multiple Observers
Non-tenured	3	Required
Tenured	2	Recommended
Corrective Action Plan	Plus One	Required

Observers

Observations are performed by trained staff. All observers must be trained on the instrument before evaluating educators and must participate in at least two co-observations throughout the year. All observers must participate in yearly "refresher" training, and superintendents or chief school administrators must certify each year that all observers have been trained. An increased number of opportunities to engage in high-quality professional conversations with trained observers will allow educators to reflect on their professional practice with more depth and clarity. Information derived from observations and post-conferences will be used to tailor professional development for each teacher.

Calculations of Summative Evaluations

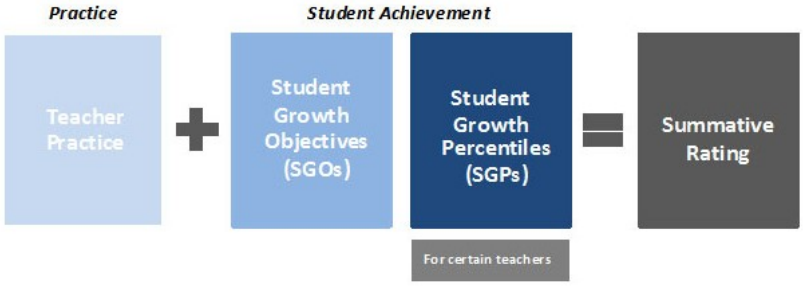
The overall evaluation score combines the multiple measures of teacher practice and student growth. All New Jersey teachers earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. All teachers receive individual professional development plans based on their ratings. Teachers rated Ineffective or Partially Effective work with their principals to create a Corrective Action Plan with targeted professional development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective.

Type of Educator	Evaluation Component Weights
mSGP Teacher	• Teacher Practice: 70% • SGO: 25% • mSGP: 5%
Non-mSGP Teacher	• Teacher Practice: 85% • SGO: 15%

Teacher Practice: Based upon a specified minimum classroom observations using a State-approved, research-based practice instrument. Teachers present for less than 40% of the total school days in an academic year must have at least one observation.

Student Growth Percentile: A measure of how much a student improves his or her state standardized assessment score from the previous year as compared to academic peers across the state. Applicable to 4th-8th grade English Language Arts and 4th-7th grade Math teachers only.

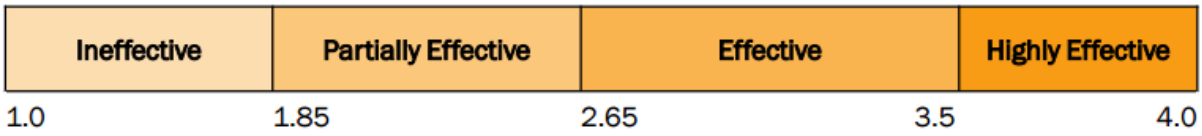
Summative Rating: A calculation using component scores and State-defined weightings to produce the final evaluation score for a given school year.



Linkages to Tenure, Recognition, and Professional Support

Under TEACH NJ, teachers must consistently demonstrate that they are effective instructors through multiple observations of their practice as well as student growth. Non-tenured teachers hired and Board-approved after August 6, 2012 must be rated Effective or Highly Effective at least twice in their second, third, and fourth years of teaching in the district to be eligible to earn tenure. Likewise, to maintain tenure, teachers must consistently earn ratings of Effective or Highly Effective.

Below are the State approved performance levels:



Even though earning and retaining tenure for demonstrated effectiveness is built into the new tenure law, districts are encouraged to recognize teachers who consistently demonstrate high levels of performance in other ways, too. Providing these teachers leadership opportunities, asking them to build professional development teams, and supporting their growth inside and beyond the classroom are some ways that districts can recognize and value these educators.

In order to provide a targeted support system that will help all teachers increase their effectiveness, TEACH NJ requires that a teacher's professional development be linked to the results of annual evaluations. Teachers with Partially Effective or Ineffective summative ratings must receive more intensive supervision through a Corrective Action Plan (CAP). Once these teachers have increased their summative ratings to at least the Effective range, they no longer require a CAP. However, in circumstances where a tenured teacher's rating does not improve despite extra professional support, they may lose their tenure.

How TEACHNJ Applies to Various Positions

Types of Positions			Components of TEACHNJ								
			EVALUATION SYSTEMS		OTHER GROWTH & DEVELOPMENT SYSTEMS			TENURE DECISIONS			
			More Robust Eval. Including Rubric w/ 4 Rating Categories**	SciP Conducts Evals. & Supports Growth	Mentoring Program Req. by Law	Ongoing PD / Individual PD Plan	Corrective Action Plan (CAP)	4-yr Timeline for Tenure Acquisition*	Tenure Acquisition Linked to Eval. Rating*	Tenure Revocation Triggered by Eval. Rating***	Streamlined Arbitration Process
	All Teaching Staff Members	Teacher (holding and working under instructional certificate)	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Principal, VP/AP (holding position & has administrative certificate)	✓			✓	✓	✓	✓	✓	✓
		Supervisor	✓			✓	✓	✓			✓
		School Nurse, Athletic Trainer	✓			✓	✓	✓			✓
		Counselors, Therapists	✓			✓	✓	✓			✓
	Other Staff	Secretarial & Custodial Staff									✓
		Teacher at State Institution/ Katzenbach									✓

*If board-approved after 8/6/12
** Highly Effective, Effective, Partially Effective, Ineffective
*** As an example, earning 2 Ineffective ratings on the annual summative evaluation triggers tenure revocation charges

<u>Tenure Acquisition</u>

Any teaching staff member hired (board-approved) after the August 6, 2012 signing of TEACHNJ is eligible to earn tenure after four years. There is no longer board discretion for earlier tenure. Teaching staff members hired prior to August 6, 2012 are grandfathered into the previous three-year tenure eligibility process.

The four years can include:

• Four consecutive academic years, together with employment at the beginning of the next succeeding academic year (e.g. staff member starts the first day of the 2012-2013 school year and continues employment through to the first day of the 2016-2017 school year);

• Four consecutive calendar years (e.g. staff member starts mid-year on October 1, 2012 and continues employment through October 1, 2016); or

• The equivalent of more than four academic years within a period of any five consecutive academic years (e.g. staff member starts the first day of the 2012-2013

school year, takes 2 months of leave, and works more than 2 months into the 2016-2017 school year).

Tenure Revocation

The process for removing tenure for inefficiency has also been revamped under the law. For teachers, principals, APs, and VPs, inefficiency-related tenure revocation decisions are now based upon the outcome of evaluations, specifically triggered by multiple years of Ineffective and/or Partially Effective summative ratings. As depicted in the chart below, the TEACHNJ law outlines the consecutive summative rating combinations that result in a superintendent's discretion or directive to file a charge of inefficiency against an employee:

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

Evaluation of Other Educators

Although evaluation rubrics for educators other than teachers and principals (e.g. nurses, librarians, supervisors, etc.) may differ based on their specific roles, all educators in certificated positions in New Jersey must be appropriately evaluated.

While a number of educators in public schools are not classroom teachers, they play very important roles in the overall educational development of students. These educators provide academic and personal counseling, serve on Child Study Teams, and support athletic programs. Their roles include library/media specialists, school nurses, school psychologists, school social workers, occupational therapists, in addition to many other positions important to our state's schoolchildren. Together, these roles constitute nearly 20% of certificated educators. All New Jersey students deserve to attend schools with high-quality professionals serving in these positions, and all of these professionals deserve meaningful opportunities for growth.

Given that roles such as educational services staff, counselors, and other specialists have varied job descriptions in districts across the state, the creation of common evaluation practice instruments is difficult. As a result, the Department adopted the following positions on the evaluation of these positions:

Throughout the school year, the Department will:

- Identify and share best practices from other states and large districts;
- Partner with stakeholder organizations such as the New Jersey School Counselor Association and the New Jersey Speech-Language Hearing Association in the development of evaluation recommendations;
- Make resources available through web links, broadcast memos, and other communications; and
- Consider possible additions to regulations for future years.

The District will continue to have great latitude in evaluating staff members in these roles using the guidelines found in the following NJDOE link: https://www.nj.gov/education/edueval/esp/. Districts can choose to continue existing practice, adopt or adapt instruments from instrument providers, or create their own. Districts are encouraged to utilize growth objectives for staff members in these roles as appropriate, and will need to meet the statutory requirements listed above.

Freehold Borough School District Evaluation Protocol

Evaluation Tool – Marzano Focused Teacher Evaluation Model

Information available at http://www.marzanoevaluation.com and http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/marzano/

The Marzano Focused Teacher Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001) *Classroom Management That Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Standards-based Planning
- Domain 2: Standards-based Instruction
- Domain 3: Conditions for Learning
- Domain 4: Professional Responsibilities

The four domains include 23 elements: 3 in Domain 1, 10 in Domain 2, 7 in Domain 3, and 3 in Domain 4. Appendix C includes the complete breakdown of the Marzano framework.

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coached. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.

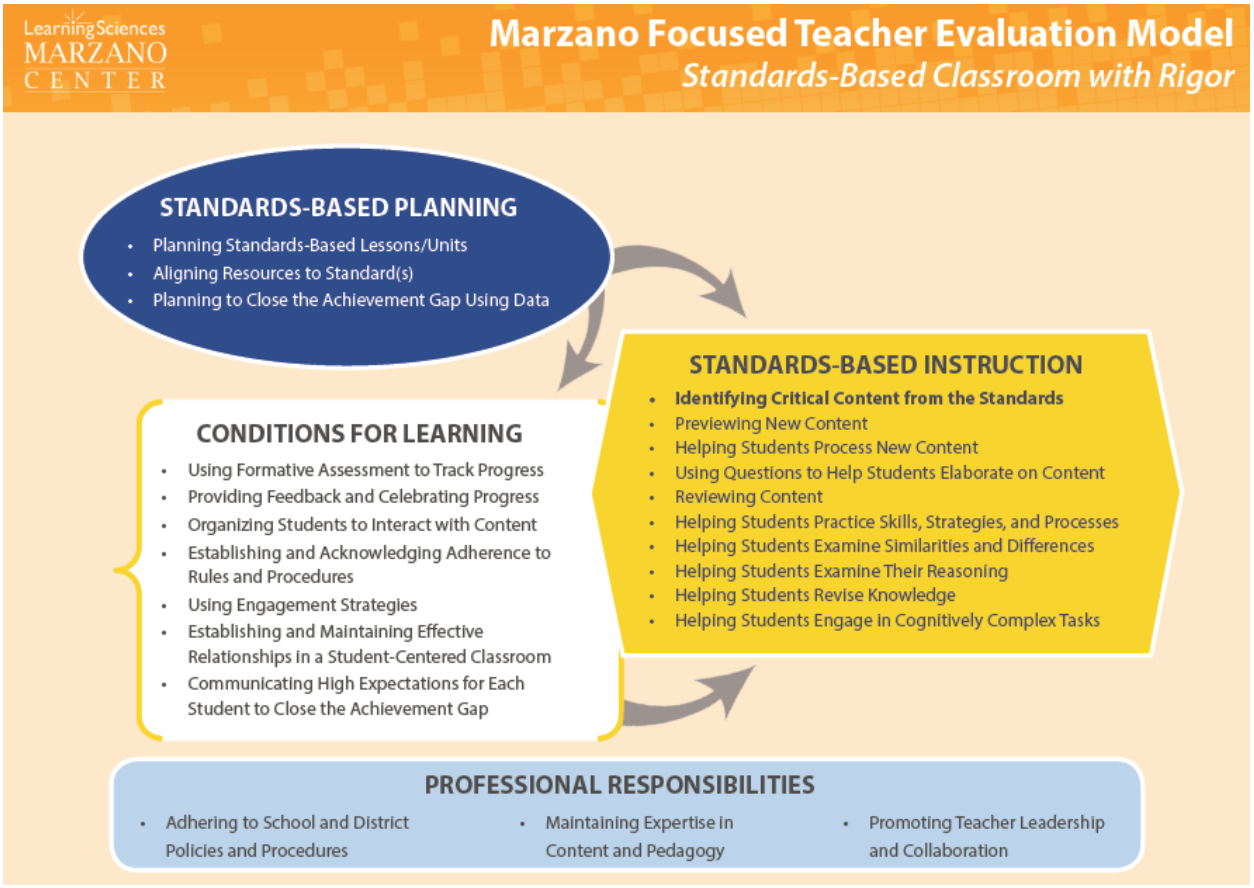
Components of Marzano Focused Teacher Evaluation Model

Domain 1: Standards-based Planning (3 elements) – 20%

Domain 2: Standards-based Instruction (10 elements) – 30%

Domain 3: Conditions for Learning (7 elements) – 30%

Domain 4: Professional Responsibilities (3 elements) – 20%



Observed Domains

For SY 2026-2027, Domains 1-4 will be observed and scored. The goal is to have the evaluation tool utilized in its entirety. Each domain is weighted as follows:
Domain 1 = 20%, Domain 2 = 30%, Domain 3 = 30%, Domain 4 = 20%.

Schedule of Observations and Observers

A schedule of observations will be completed for both staff and administration. The schedule will include all certificated and non-certificated district employees that require an evaluation. The schedule will be released to the staff in September and observations will commence thereafter. The Office of Curriculum and Instruction will release the file via email to all staff and administration.

Based on New Jersey regulations, non-tenured teachers and teachers on a CAP are required to have multiple observers. It is only recommended that tenured teachers have multiple observers. The District will follow these mandates and make the best effort possible to ensure that all staff, including tenured teachers, have multiple observers.

Any individual in the position of administrator (superintendent, director, principal/vice principal, supervisor) can perform an observation on staff members across the district. Consideration will be given to have staff members observed by their specific content area administrator, however it may not be possible in all cases.

Observation/Evaluation Procedures

<u>Preconferences</u>

The total number of preconferences are established at the state level and enforced by the District. Each tenured and non-tenured teacher shall have a minimum of one preconference per year.

To standardize the preconference for all staff and administration, the District will utilize a Pre-Conference Talking Points (Appendix A) to facilitate the conference. The talking points was developed by the District Evaluation Advisory Committee. Each staff member participating in a preconference must be prepared to discuss the talking points.

Preconferences may require the staff member to discuss the plans for their lesson, provide necessary information about the classroom environment, share any applicable resources that may be used during the lesson, and articulate to the administrator any

elements of focus they would like observed. Preconferences shall take place at a minimum of one (1), but can be up to seven (7) working days prior to the observation.

Observation

Tenured teachers will have a minimum of two short (20 minutes) observations. One of the observations will be announced with pre and post conferences.

Tenured other educators, as outlined in the following NJDOE link https://www.nj.gov/education/edueval/esp/, will have a minimum of one short (20 minutes) and will be announced with pre and post conferences.

Non-tenured teachers will have a minimum of three observations. This includes one long (40 minutes) announced observation with pre and post conferences. The other two observations will be short (20 minutes), both unannounced.

Non-tenured other educators, as outlined in the following NJDOE link https://www.nj.gov/education/edueval/esp/, will have a minimum of three observations. This includes one long (40 minutes) announced observation with pre and post conferences. The other two observations will be short (20 minutes), both unannounced.

Teachers and other educators who are on Corrective Action Plan (CAP) will receive an additional observation above the required minimum.

During the observation, it is typical to see administration taking notes on the lesson or conferring with students during the lesson. If an administrator has questions pertaining to the lesson, they may address them with the teacher on the spot or follow up with an email or informal conference. Staff members shall receive feedback from their observations within fifteen (15) workdays from the day of the observation, and at least one (1) day before a required conference.

Acknowledgement of an observation does not represent agreement with the scores, it establishes that the staff member has read and received the observation. Observations are not final until after a post-conference has occurred.

Reflection

For SY 2026-2027, the District may require staff members to be prepared to discuss the Post-Conference Talking Points (Appendix B) during a post-conference. This form shall be completed, informally, after the administrator's visit and brought to the post-conference. The document will be retained by the teacher and need not be turned in to administrator.

Post-Conference

Post-conferences between teachers and their supervisors are required following each observation. These conferences must all be face-to-face for non-tenured teachers and at least one must be face-to-face for tenured teachers within 15 teaching staff member working days. During the post-conference, staff members must be prepared to discuss the Post-Conference Talking Points (Appendix B). Observations are not final until after a post-conference has occurred.

Rebuttal Procedure

The rebuttal procedure is outlined in the collective bargaining agreement between the Freehold Borough Board of Education and the Freehold Borough Education Association. Staff members involved shall have the right to make a written rebuttal of any such report provided that rebuttal is submitted within fifteen (15) work days of receipt by the staff member of the report. The staff member shall compose a rebuttal as a separate, stand-alone document (outside of the online observation system), sign the document, and provide it to the observing administrator. This document will be attached to the observation, shared with the Superintendent of Schools, and placed in the teacher's personnel file.

Appendix A – Pre-Conference Talking Points

Pre-Conference Talking Points

Classroom Observation
Pre-Conference Talking Points

The following guidelines will serve as talking points during the Pre-Conference in preparation for classroom observation.

1. Briefly describe the students in your classroom: demographics, number of students, gender, special needs, etc.

2. Provide a brief outline of your lesson: Do Now, Homework Check, Whole Group Activity, etc.

3. What instructional strategies and/or approach will you use? Explain the rationale for these instructional strategies and/or approach. (Think-pair share, task cards, small groups, etc.)

4. What challenges have you experienced with this group? How do you deal with those challenges?

Appendix B – Post-Conference Talking Points

Post-Conference Talking Points

Classroom Observation
Post-Conference Talking Points

The following guidelines will serve as talking points during the Post-Conference in finalizing classroom observation.

1. What do you think the strong points of the lesson were?

2. Did you accomplish the goals of the lesson?

3. Which strategies for engaging students were most successful?

4. How will student outcomes from this lesson inform your instructional plan?

Appendix C– Marzano Teacher Focused Evaluation Framework

Marzano Teacher Focused Evaluation Framework – Classroom Teachers



Marzano Teacher Focused Evaluation Framework – Other Educators / Non-classroom Teachers

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Student is generically used to represent anyone the Instructional Support Member is supporting, including: PreK-12 students, adult students, faculty, staff, colleagues, parents, or community members.

School/District is generically used to represent students, teachers, staff, district personnel, or other colleagues in the instructional support member's area of responsibility.

DOMAIN 1: PLANNING AND PREPARING TO PROVIDE SUPPORT

	0	1	2	3	4
Establishing and Communicating Clear Goals for Supporting Services					
Helping the School/District Achieve Goals					
Using Available Resources					

DOMAIN 2: SUPPORTING STUDENT ACHIEVEMENT

	0	1	2	3	4
Demonstrating Knowledge of Students					
Helping Students Meet Achievement Goals					

If Applicable

Planning Standards-Based Lessons/Units					
Identifying Critical Content					
Using Questioning Strategies					
Facilitating Groups					
Managing Student Behavior					
Using Engagement Strategies					

DOMAIN 3: CONTINUOUS IMPROVEMENT OF PROFESSIONAL PRACTICE

	0	1	2	3	4
Reflecting and Evaluating Personal Performance					
Using Data and Feedback to Support Changes to Professional Practice					

DOMAIN 4: PROFESSIONAL RESPONSIBILITES

	0	1	2	3	4
Demonstrating Knowledge of Professional Practice (Area of Expertise)					
Promoting Positive Interactions with Colleagues and Community					
Adhering to School and District Policies and Procedures					
Supporting and Participating in School and District Initiatives					

Appendix D – Notification of Educator Evaluation Rubric Weights for 2026-2027

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: July 29, 2026

To: Local Educational Agency Leads

Route To: All District Principals, Assistant/Vice Principals, and Teaching Staff Members

From: Jorden Schiff, Ed.D., Assistant Commissioner
Division of Teaching and Learning Services

Notification of Educator Evaluation Rubric Weights for 2026-2027

This notice is in accordance with N.J.A.C. 6A:10-4.1(d) and 5.1(d), which requires the New Jersey Department of Education to post evaluation component weights by August 31 prior to the school year in which the evaluation rubric applies. With this in mind, **evaluation weights will remain unchanged for the 2026-2027 school year**.

Type of Educator	Evaluation Component Weighting
mSGP Teachers	• Teacher Practice: 70% • SGO: 25% • mSGP: 5%
Non-mSGP Teachers	• Teacher Practice: 85% • SGO: 15%
mSGP Principals/APs/VPs	• Principal Practice: 70% • Administrator Goals: 10% • SGO Average: 10% • mSGP Average: 10%
Non-mSGP Principals/APs/VPs	• Principal Practice: 80% • Administrator Goals: 10% • SGO Average: 10%

Additional Information
Please review the following key information, and ensure all educators are trained prior to evaluations commencing.

1. The pause on the collection of new Student Growth Objective (SGO) and administrator goal data for tenured teachers, Principals, Assistant Principals and Vice Principals remains in effect for the 2026-2027 school year. (P.L. 2025 Ch 79)
    a. A list of Frequently Asked Questions is available on the Educator Evaluation website.
    b. SGOs are still required for non-tenured teachers and administrator goals are still required for Principals, Assistant Principals and Vice Principals.
2. All teachers, Principals, Assistant Principals, Vice Principals and Other Certificated Staff who are to be evaluated and receive summative scores must be notified of policies and procedures related to the evaluation rubrics by **October 1, 2026**.

Contact Information
For questions, please contact the Office of Educator Evaluation at edueval@doe.nj.gov.