

Stronge+ Teacher Evaluation Handbook

Mount Olive Township School District

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Introduction

Purposes of the Evaluation System

The Teacher Performance Evaluation System (TPES) uses the Goals and Roles Performance Evaluation Model developed by Dr. James Stronge for collecting and presenting data to document performance based on well defined job expectations.

The TPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of TPES are to:

- Optimize student learning and growth,
- Improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of TPES are:

- A focus on the relationship between professional performance and improved learner academic achievement,
- Sample performance indicators for each of the teacher performance standards,
- A system for documenting teacher performance based on multiple data sources,
- A procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- A support system for providing assistance when needed.

Identifying Teacher Performance Standards

Clearly defined professional responsibilities constitute the foundation of the TPES. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators (i.e., principal, supervisor) reasonably understand the job expectations. The expectations for professional performance are defined using a two-tiered approach: Performance Standards and Performance Indicators.

Performance Standards

Performance Standards refer to the major duties performed. There are seven performance standards for all teachers. They are listed in Section 2 together with the indicators.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Performance Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

Performance Indicators

A [set of performance indicators](#) has been developed to provide examples of observable, tangible behaviors. The performance indicators are examples of the types of performance that will occur if a standard is being successfully met.

The list of performance indicators is **not** exhaustive, is **not** intended to be prescriptive, and is **not** intended to be a checklist. Further, all teachers are **not** expected to demonstrate each performance indicator.

Both teachers and evaluators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. As an illustration, performance indicators for Standard 3: Instructional Delivery are listed below.

Performance Standard 3: Instructional Delivery The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs
Sample Performance Indicators - Examples may include, but are not limited to the following: The teacher: 3.1 Builds upon students' existing knowledge and skills. 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure. 3.4 Develops higher-order thinking through questioning and problem-solving activities. 3.5 Uses a variety of relevant instructional strategies and resources. 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning. 3.7 Uses appropriate instructional technology to enhance student learning. 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Performance Standards, Performance Indicators, and Rubrics

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard.

- [Standard 1: Professional Knowledge](#)
- [Standard 2: Instructional Planning](#)
- [Standard 3: Instructional Delivery](#)
- [Standard 4: Assessment of / for learning](#)
- [Standard 5: Learning Environment](#)
- [Standard 6: Professionalism](#)
- [Standard 7: Student Progress](#)

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 1.1 Addresses relevant curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.
- 1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.
- 1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).
- 1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

Standard 1: Professional Knowledge Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, or student development, or fails to use the knowledge in practice.

Performance Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 2.1 Analyzes and uses multiple sources of student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
- 2.3 Consistently plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.
- 2.6 Plans and works collaboratively with others to enhance teaching and learning.

Standard 2: Instructional Planning Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.	The teacher is inconsistent in his/her use of the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 3.1 Builds upon students' existing knowledge and skills.
- 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.
- 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.
- 3.4 Develops higher-order thinking through questioning and problem-solving activities.
- 3.5 Uses a variety of relevant instructional strategies and resources.
- 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.
- 3.7 Uses appropriate instructional technology to enhance student learning.
- 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Standard 3: Instructional Delivery Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The teacher is inconsistent in his/her use of relevant instructional strategies or in engaging students in active learning, promoting key skills, or meeting individual learning needs.	The teacher fails to use relevant instructional strategies or is inadequate in engaging students in active learning, promoting key skills, or meeting individual learning needs of all students.

Performance Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Uses high quality questioning to gauge student understanding.
- 4.5 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.6 Collaborates with others to develop common assessments, when appropriate.
- 4.7 Aligns student assessment with approved curriculum standards and benchmarks.
- 4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.9 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).

Standard 4: Assessment of/for Learning Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
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The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents and stakeholders.	The teacher uses a limited selection of assessment strategies or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, or fails to provide student feedback in a timely manner.
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Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Encourages student engagement, inquiry, and intellectual risk-taking.
- 5.6 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and makes accommodations for all student needs, both intellectually and affectively.
- 5.8 Promotes an environment that is academically appropriate, stimulating, and challenging.

Standard 5: Learning Environment Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
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The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, or fails to otherwise provide an environment that is conducive to learning.
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Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.
- 6.2 Maintains positive professional behavior (e.g., demeanor, punctuality, and attendance).
- 6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.
- 6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Standard 6: Professionalism Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
The teacher serves as a role model in professional behavior, uses optimal means of communication, and initiates activities that contribute to the development of colleagues and the enrichment of the wider school community.	The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The teacher is inconsistent in displaying professional judgment, collaborating or communicating with relevant stakeholders, participating in professional growth opportunities, or applying learning from	The teacher fails to adhere to legal, ethical, or professional standards, demonstrates a reluctance or disregard toward school policy, or infrequently takes advantage of professional growth opportunities.

		growth opportunities in the classroom.	
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Performance Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

Sample Performance Indicators (*Examples may include, but are not limited to the following.*)

The teacher:

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Standard 7: Student Progress Rubric

Highly Effective <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student progress.	The work of the teacher results in student progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

Documenting Performance: Multiple Measures

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described below provide accurate feedback on teacher performance

Data Source	Definition
<u>Goal Setting for Student Progress (SGO)</u> Only Required For: - Teachers in their first year of employment within a district - Non-tenured teachers - Teachers without a record of pre-existing SGOs	Teachers have a definite impact on student learning and performance through various roles. Depending on the grade level, content area, and students’ ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results, as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.
<u>Observations</u>	Classroom observations provide key information on several of the specific standards. Non-tenured teachers will be observed at least three times per year. Tenured teachers will be observed two times per year (see MOTSD chart). All formal observations will be followed by a post-conference with the evaluator.
<u>Teacher Documentation Log</u>	The documentation log includes teacher-selected artifacts that provide evidence of meeting selected performance standards that occur outside of the observation.

Other Data Sources

- Professional Discussions between teacher and supervisor
- Lesson Plans (weekly submissions)
- Assignments / Grade Postings in RealTime

Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

The Formal Observation Form is used to provide targeted feedback on teachers' effectiveness related to seven performance standards: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of/for Learning, Learning Environment, Professionalism and Student Progress.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using the observation form and through an observation discussion and post-conference with the teacher. Other observation forms may be used at the evaluator's discretion.

*Pre-observation form must be completed and submitted to supervisor / evaluator 24 hours prior to the observation.

Teacher Tracks	Number of Observations	Observation Process	Observers
Non-Tenured	3	1 announced 2 unannounced	Principal, Vice Principal or Supervisor Assistant Superintendent
Tenured	2	1 announced 1 unannounced	Principal, Vice Principal or Supervisor Assistant Superintendent

Non-Tenured Observations

- The completion of the pre-conference form will be required for **one** announced observation.
- A post-observation conference will follow ALL observations with the receipt of the observation report in Frontline.
- Pre-observation and Post-observation conferences can take place in person or remotely.

Tenured Observations

- A post-observation conference will follow ALL observations with the receipt of the observation report in Frontline.
- The completion of the pre-conference form will be required for the announced observation, only.
- Post-observation conferences can take place in person or virtually.

Traveling Teachers

The observing supervisor and building administrator are generally determined by the building in which the most classes are taught. The school where the most classes are taught is considered the “home” school. The supervisor of the home school will complete the following with the teacher: SGO, PDP, summative performance report, and the composite score report. The scheduling of these observations can be done at the discretion of the supervisor and building administration.

Supervisor observation assignments may vary depending on the traveling teacher’s schedule and department, and will be communicated through the department supervisor and / or main office administration.

Multiple / Shared Departments

The process for observing traveling teachers will be applied to teachers who are shared between departments.

Co-observations

Every observer (supervisor or administrator) must complete at least two co-observations during the course of the school year. The purpose of the co-observation is to help ensure there is consistency in observations and that the evaluation instrument is being used as intended.

Documentation Log - Tell your Story

The purpose of the Teacher Documentation Log is to provide support and additional data points for the evaluation and determination of teacher performance and overall rating. The Teacher Documentation Log provides evidence of performance related to specific standards that are **not** seen during an observation and can be used to capture professional practices and reflections throughout the course of the school year. In addition to demonstrating quality work, the Teacher Documentation Log serves as a basis for two-way communication with an administrator. Administrators and evaluators review the documentation log annually.

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- will be kept as electronic files via Frontline,
- is a work in progress; it is to be updated regularly throughout the evaluation period,
- belongs to the employee,
- will be checked at least one time per year with feedback provided, and
- allows for self-reflection to improve instruction.

Standard Artifacts

An artifact is a document that can be used to demonstrate one standard. If a specific practice applies to more than one standard, **an artifact** may be used to demonstrate how the practice supports each specific standard.

The quality and meaning of an artifact can be improved by including the following:

- 1) Explanation and rationale of why it was chosen in regards to the standard.
- 2) Self-Reflection on what was learned from the artifact and what could be improved upon.
- 3) Evidence of student work and impact on student learning.

Documentation Log - Examples of Items/Exemplars for the Standard Artifact / Hybrid Document

Standards	Number of Items	Examples of Evidence
1. Professional Knowledge	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	Can include (but not required): - Professional Development Plan annotated - Transcripts of coursework - Self-reflection notes/journals on professional growth - Samples of innovative approaches developed by the teacher as a result of coursework, PD, and/or professional readings as they apply to your professional practice. - Samples of curriculum enrichment
2. Instructional Planning	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	Can include (but not required): - Use of alternate resources and instructional methods - Differentiation in lesson planning and practice - Annotated reflections for a lesson or unit plan (notes to future self) - If applicable, memorialized professional dialogue between colleagues (i.e. est. role model relationship).
3. Instructional Delivery	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	Can include (but not required): - Explanation, reflection and examples of instructional materials, resources, strategies and learning activities. - Annotated list of instructional activities - Samples of student work with teacher reflection - Video/audio samples of instructional units - Materials showing differentiated forms of instruction/strategies/resources aligned with district goals

4. Assessment of and for Student Learning	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	This standard can include (but not required): • Analysis of classroom assessment and reflection • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Copy of scoring rubrics with specific student feedback • Student work with written teacher comments • Use of analysis and reports to reflect and modify planning/preparation/instruction/assessment • Copy of students' journals of self-reflection and self-monitoring • Examples of serving as a role model to course and/or department members regarding using assessment for student learning. • Samples of how student assessments were used to inform planning and/or pacing. • Differentiation of assessment practices - providing students with choice. • Demonstration of varied assessment practices
5. Learning Environment	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	Can include (but not required): • Schedule of effective daily classroom routines with reflection • Explanation of behavior management philosophy and procedures • Digital images with descriptions of classroom instruction/setting that enhances the overall classroom environment • Student generated rules/rubrics • Results of student surveys • Practices that support students becoming independent learners
6. Professionalism	A minimum of 2 and a maximum of 4 documents, as a single artifact reflecting work done throughout the year.	Can include (but not required): • Record of professional contributions to the department and education of the school community • Examples of collaborative work with peers • Evidence of professional and appropriate communication with students, families, colleagues and community • Participation/record of School/District/State educational committees including professional learning communities • Participation in professional organizations through attendance at conferences, application/reflection of new knowledge • Contribute to the development of the profession through writing, presentations, collaboration with colleagues, etc. • Examples of meeting departmental and district timelines, including expectations (i.e. maintaining accurate records,

		punctual attendance to departmental and school responsibilities)
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Goal Setting: Student Growth Objectives

Student Growth Objectives (SGOs) are long-term academic goals that are aligned to state standards and can be tracked using objective measures. These goals are set for groups of students by each teacher. As part of the student achievement component of evaluation under AchieveNJ, each teacher sets SGOs with input and approval from his or her supervisor and / or principal at the start of the year. The overall SGO score will account for 10% of the teacher's composite score.

Specifically, teachers and principals/supervisors are expected to collaborate around the instructional content that will be covered and the skills and knowledge that will be measured. Principals are held accountable in their own evaluations for how well they help teachers with this process and for the degree to which the teachers in their school meet their SGOs. SGOs should be developed using available student data and created to be ambitious but achievable.

Summarized in the boxes below are the requirements and broad contours of SGOs as well as those things that may be included to increase their quality and value, as informed by director educator feedback from the first years of implementation.

[2025-2026 Updated SGO Information](#)

REQUIREMENTS Mandatory to Comply with Law	BEST PRACTICES Optional to Increase Quality
Fulfill the legal requirement stated in the <i>TEACHNJ</i> Act that multiple measures of student growth and/or achievement be a component of every teacher's evaluation. - Teachers outside of 4th-8th-grade Language Arts and 4th-7th-grade Math must set 2 SGOs. - Teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math who will receive a median Student Growth Percentile score may set 1 or 2 SGOs but must have at least 2 measures of student achievement in order receive a summative rating.¹ Ensure SGOs are long-term academic goals that teachers set for students that are: Specific and measurable - Aligned to state academic standards - Based on student growth and/or achievement - Set using available student learning data - Developed by a teacher in consultation with his or her supervisor Approved and scored by a teacher's supervisor Include SGO scores as a percentage of every teacher's evaluation score.	Use collaborative processes throughout SGO development, implementation, and scoring. Design SGOs to include: - A significant portion of high priority standards - All or a significant proportion of students - The majority of the school year Only use assessments of the highest quality that produce accurate and consistent measures of student learning. Use multiple measures of student learning to determine starting points. Differentiate learning targets for groups of students (or individual students, when practical) based on starting points. Make learning targets achievable but ambitious. Integrate SGOs into the typical cycle of teaching and learning. Innovate within the broad <i>requirements</i> of SGOs to develop SGOs that are more accurate measures of teaching effectiveness and authentic measures of student learning.

The Department of Education encourages educators to continue to improve their SGOs so that the SGO process can increase its positive impact on teacher practice and student achievement. The guidance in the table on the following page has already been distributed widely by the Department through published SGO materials and workshops and is collected here for your convenience. Teachers and administrators should use this table below to help guide SGO development going forward.

Understand	Take Action
SGOs are learning goals for key concepts and skills that students can be expected to master in a course based on an approximate sense of where they start.	- Base learning goals on what you want students to know and do by the end of the SGO period. - Get a rough sense of where students begin by using multiple measures of student prior learning. - Use pre-assessments only when appropriate.
SGO quality is critically dependent on summative assessment* quality.	Increase the quality of the SGO summative assessments and develop common assessments where possible. (SGO 2.1 Presentation)

SGOs should be a true reflection of the daily practice of effective teachers and of the curriculum and students an educator teaches.	• Align critical standards, effective instruction, and high quality assessment in SGOs. • Incorporate a significant number of students and portion of curriculum within the SGO(s) (see SGO Quality Rating Rubric). • Set differentiated learning goals for students based on their starting points.
SGOs should be collaborative – teacher-driven, administrator-supported, and student-centered (as stated in Code 6A:10-4.2(e) 3).	• Even though administrators are responsible for approving and scoring SGOs, they should encourage teachers to take ownership of the SGO process as a powerful way to improve teacher practice and student achievement.

**Such assessments include portfolios, performance assessments, benchmark assessments, finals (modified as needed), program-based assessments, standardized tests (e.g. AP), and others.*

Principal's Message for SGOs

Here are two approaches for SGOs that should be helpful in planning for the academic year. The goal is not to prescribe a definitive approach, but to suggest general strategies for teachers to utilize in creating SGOs of quality and substance. Please also review the "Student Growth Objectives: Quality Rating Rubric" on the AchieveNJ website and in this manual for additional information. Additional relevant information can be found in the SGO 2.1 Presentation and Guidebook provided by the NJ State DOE.

Approach #1: "Content"-based SGO

- Include multiple measures to determine a baseline and/or student growth and the inclusion of strategies to track student growth over time.
- Student growth is measured with summative assessment administered at the close of the SGO process.
- This can be done individually or in collaboration with colleagues.

Approach #2: Skill-based or Performance-Based SGO

- Should be aligned with New Jersey Student Learning Standards and utilize questions similar in style to state and national standards aligned assessments, as appropriate, according to subject area.
- Collaborative in nature with teams of teachers working together throughout the school year.
- Makes use of a "shared assessment strategy" developed and used by the team.

A "Shared Assessment Strategy" might include:

- A common approach to setting baselines for students. (The baseline does not have to include a traditional pre-assessment).

- The development of a timeline of activities for the team. The team can request additional support from the principals in support of their work.
- Develop and Implement “peer reviewed” assessments, rubrics, and benchmarks.
- Review student work collaboratively.
- Makes use of a body of student “work” such as portfolios, substantial research tasks, or project-based assessments to measure growth.

Examples of possible applications for performance-based or skill-based SGOs

- Performance-based SGOs are a “natural” fit in many subjects (Art, PE, Music).
- Utilization of writing folders, portfolios, research papers, or other methods to analyze growth in writing as relevant to the subject area and the New Jersey Student Learning Standards.
- Building the capacity of students to apply mathematics to everyday situations (referred to as “mathematical modeling” in the CCSS).
- Analyze the ability of students to comprehend and apply academic and informational text to make logical and informed arguments as relevant to the subject area and the Standards (English, social studies, science, etc).
- Utilization of authentic tasks central to subjects we teach: reading, experimenting, researching, creating, etc.

SGOs - Where to begin?

SGOs are learning targets for key concepts and skills that students can be expected to learn over a period of time. The purpose of the SGOs is to measure the growth of student learning as it relates to the state academic standards. SGOs are about moving every student to another point in their learning and measuring this growth in a quantitative manner. Pre- and post-assessments are used to initially assess and then measure this growth during the school year, and can incorporate multiple measures.

Appropriate Role of Pre-assessments per AchieveNJ:

- Where improvement in a set of skills is being evaluated
- When assessments are high quality and vertically aligned
- When normally used for instructional purposes
- To determine a starting point for student growth
- In combination with other measures to help group students according to preparedness level (tiering).

Other Pre-Assessment Alternatives

There are alternatives to the Pre- and Post- Test Model that can be used to measure student growth and achievement including:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Program-based Assessments

- Standardized Test

Baseline Data – Where to start

Multiple data points can help teachers better predict expected learning outcomes. Baseline data can come from multiple sources.

Baseline Data can include

- Current grades
- Recent test performance
- Previous year's scores
- Important markers of future success (see sample on the following page)
- Well-constructed and administered, high-quality pre-assessments

Examples of Multiple Measures

Baseline Data Taken from Multiple High Quality Sources to Set Differentiated SGO Targets									
Student ID	Prior Test Scores	Current Year Test Scores			Markers of Future Success				Preparedness Group
	NJ ASK 8 Math	Unit 1	Unit 2	Average Score	Participates in Class	Completes Retakes	Completes Homework	Total Points	
1	230	100	97	98.5	Yes	Yes	No	2	High
2	202	90	95	92.5	Yes	Yes	Yes	3	High
3	211	95	95	95	Yes	Yes	Yes	3	High
4	241	85	86	85.5	Yes	No	No	1	High
5	263	90	92	91	Yes	No	Yes	2	High
6	284	90	85	87.5	Yes	No	Yes	2	High
7	199	91	88	89.5	Yes	Yes	Yes	3	High
8	201	57	75	66	No	Yes	No	1	Low
9	144	50	58	54	No	No	No	0	Low
10	182	58	58	58	No	No	No	0	Low
11	143	62	83	72.5	Yes	Yes	No	2	Medium
12	171	78	83	80.5	No	Yes	No	1	Medium

NJ ASK Math Score	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group	Target Score on Summative
<200	<70	0 – 1	Low	70
200 – 249	70 – 84	1 – 2	Medium	80
250 – 300	85 – 100	2 – 3	High	90

SGO Information from the NJ State Department of Education

- [FAQ about SGOs for 2025-2026 School Year](#)
- [NJ DOE SGO Home Page](#): Forms and Documents
- [NJ State SGO Quality Rating Rubric](#)

- [AchieveNJ Resources](#)

Making Summative Decisions

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on [multiple sources](#) of information and are completed only after pertinent data from all sources has been reviewed.

Definitions of Ratings

The rating scale describes four levels of how well the standards (i.e., expectations) are performed on a continuum from “highly effective” to “ineffective.” The use of the scale enables evaluators to acknowledge teachers who exceed expectations (i.e., “highly effective”), note those who meet the standard (i.e., “effective”), and use two lower levels of feedback for teachers who do not meet expectations (i.e. “partially effective” and “ineffective”).

Category	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard.	Highly Effective Performance: - Consistently exhibits behaviors that have a strong positive impact on learners and the school climate. - Serves as a role model to others. - Sustains high performance over a period of time.
Effective	The teacher meets the standard in a manner that is consistent with the school’s mission and goals.	Effective Performance: - Meets the requirements contained in the job description as expressed in the evaluation criteria. - Demonstrates willingness to learn and apply new skills. - Exhibits behaviors that have a positive impact on learners and the school climate.
Partially Effective	The teacher often performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Partially Effective Performance: - Requires support in meeting the standards - Results in less than quality work performance. - Leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator.
Ineffective	The teacher consistently performs below the established standard or in a manner that is inconsistent with the school’s mission and goals.	Ineffective Performance: - Does not meet the requirements contained in the job description as expressed in the evaluation criteria. - May result in the employee not being recommended for continued employment.

Calculating Composite Scores

A performance rubric is provided for each of the seven standards [in the handbook](#). It includes rubrics related to each performance standard. The performance rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. It states the measure of performance expected of teachers and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all teachers.

Note: The rating of “effective” is the expected level of performance.

Administrators make decisions about the performance of the seven performance standards based on all available evidence and the summative evaluation will represent where the “preponderance of evidence” exists, based on [various data sources](#).

During the summative evaluation, the four-level rating scale is applied to evaluate performance on all teacher expectations:

Rating Scale	
Performance Rating	Point Value
Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

The results of the evaluation are discussed with the teacher at a summative evaluation conference. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice.

The first six standards will equal 85% of the teacher's final composite score, with each standard having an equal balance of the 85%. The seventh standard, Student Progress (SGOs), account for 15% of the final composite score. These [25-26 DOE Percentages](#) are established by the NJ DOE.

The chart below lists the evaluation component weights for the 2025-2026 school year.

Type of Educator	Evaluation Component Weights
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%

Sample Calculation

	Performance Rating	Points	Weight	Weighted Total
Professional Knowledge	Highly Effective	4	0.141667	0.56667
Instructional Planning	Effective	3	0.141667	0.42500
Instructional Delivery	Effective	3	0.141667	0.42500
Assessment	Effective	3	0.141667	0.42500
Learning Environment	Highly Effective	4	0.141667	0.56667
Professionalism	Highly Effective	4	0.141667	0.56667
Student Progress	Effective	3	0.15	0.45
Cumulative Summative Rating				3.42501

Using the Composite Score Rating Scale below, this final composite score falls in the **Effective** range.

Composite Score Rating Scale

INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1 – 1.84	1.85 - 2.64	2.65 - 3.49	3.5 – 4.0

What Does Highly Effective Look Like?

Highly effective practices exceed effective performance standards on a continual and consistent basis throughout the current school year and have a strong positive impact on learners and the school climate. As a general guideline, a highly effective rating is evidenced through multiple data points (observations, artifact/documentation logs, post-observation discussions, conferences, and other informal discussions) with an emphasis on student work coupled with teacher reflection. A highly effective teacher provides instructional leadership for the department that is relevant, thoughtful, and collaborative. The following comments and examples for each standard are designed to be exemplars, but are not all-inclusive and should not be used as a checklist.

The Stronge+ Evaluation includes the phrase “role-model” under the highly effective category of the different rubrics. A role-model can be described as:

- A “go-to” person in the department
- One who goes “above and beyond” to share professional practices and collaborate with others
- Takes on a mentor-type of role in the department

Performance Improvement Plan and Corrective Action Plan

Performance Improvement Plan (PIP)

A Performance Improvement Plan (PIP) can be triggered by the following:

- A poor classroom observation
- Memo to the Personnel File of the staff member
- Partially Effective or Ineffective Rating on one or more standards.

The PIP will be developed collaboratively between the administrator(s) and teacher. The following components will be included:

- Performance standard in need of improvement
- Performance deficiencies within the standard to be corrected
- Resources / assistance provided, which includes:
 - Teacher's responsibilities / activities to be completed by the teacher
 - Supervisor's responsibilities
- Target date for completion

A review of the PIP on or shortly after the target date for completion will determine if the PIP has been met to the District's standards and expectations. If the PIP has not been satisfactorily met, the PIP will be extended with a new target date.

Corrective Action Plan (CAP)

A Corrective Action Plan will be put in place at year-end, only, as a result of a Partially Effective or Ineffective Summative Assessment (overall rating). The CAP is a form of additional support to help teachers improve their professional practice, and is developed with the teacher's supervisor(s) to create a plan of professional development that is designed to meet the needs identified in the summative evaluation. The CAP includes timelines for corrective action, and clearly delineates responsibilities of the teaching staff member versus the district in implementing the plan. All procedures for Corrective Action Plans as identified by the NJ State DOE will be followed:

- [The TeachNJ Act](#)
- [Summary of Legal Requirements for Teacher Evaluation and Tenure Cases](#)

Evaluating Extended Leave Absences / Mid-year Hires

Non-Tenured Staff

*Please also reference [the chart](#) on the next page regarding new hires and the Provisional Teacher Process.

For new (non-tenured) tenure-track hires that are in the district for less than 9 continuous weeks:

- Two observations from multiple observers
 - One observation is announced, and requires a pre-conference, post-conference, and write-up.
 - One observation is unannounced and requires a post-conference and write-up.
- No SGOs
- No doc log
- No Summative, No Composite Score will be done
- Teacher's evaluation score submitted to the NJ DOE will be TNE (Teacher Not Evaluated).
- Teacher will be entered into MLP as NT Yr 1 for the less than 9 week period of time and the following school year.

For new (non-tenured) tenure-track hires that are in the district for more than 9 weeks but less than 40% of the total school days in the school year:

- Two observations from multiple observers.
 - One observation is announced, and requires a pre-conference, post-conference, and write-up.
 - One observation is unannounced and requires a post-conference and write-up.
- Documentation Log is required
- SGOs are required
- Summative Performance Report will be completed
- Composite Score will be determined
- Modified timeline for all evaluation components will be arranged through the supervisor and building principal.
- Teacher's composite score will be submitted to the NJ DOE at the end of the school year.
- Teacher will be entered as NT Yr 1 for the first year and advanced to NT Yr 2 for the following school year.

For new (non-tenured) tenure-track hires that are in the district for more than 40% of the total school days in the school year will go through the same components of the evaluation system as all full-year hires. A modified timeline for all evaluation components will be arranged through both supervisors and home building principal.

New Hires and the Provisional Teacher Process (CE / CEAS or Standard Cert) Are they enrolled in the PTP ?				
No (Standard Certificate)		Yes (CE / CEAS)		
Are they here less than 93.5 days?		Here less than 46 days	More than 46 days and less than 93.5 of the school days in the year	More than 93.5 of the school days in the year
Yes	No	2 Observations	PDP 2 Observations 2 SGOs Summative Doc Log Composite Score	PDP 3 Observations 2 SGOs Summative Doc Log Composite Score
2 Observations	PDP 2 Observations 2 SGOs* Doc Log Summative Composite Score			

Tenured Staff

For tenured staff that are in the district for less than 9 continuous weeks:

- Two observations from multiple observers
 - One observation is announced, and requires a pre-conference, post-conference, and write-up.
 - One observation is unannounced and requires a post-conference and write-up.
- No doc log
- No Summative, No Composite Score will be done
- Teacher's evaluation score submitted to the NJ DOE will be TNE (Teacher Not Evaluated).

For tenured staff that are in the district for more than 9 weeks but less than 93.5 total school days in the school year:

- Two observations from multiple observers
 - One observation is announced, and requires a pre-conference, post-conference, and write-up.
 - One observation is unannounced and requires a post-conference and write-up.
- Documentation Log is required
- Summative Performance Report will be completed
- Composite Score will be determined
- Modified timeline for all evaluation components will be arranged through the department supervisors and building principal.
- Teacher's composite score will be submitted to the NJ DOE at the end of the school year.

For tenured staff that are in the district for more than 93.5 total school days in the school year will go through the same components of the evaluation system as all full-year tenured staff. A modified timeline for all evaluation components will be arranged through supervisors and building principal.

Requirements for Tenure

According to NJ 18A:28-5 earns tenure after employment in such district or by such board for:

1. Four consecutive calendar years;
2. Four consecutive academic years, together with employment at the beginning of the next succeeding academic year;
or
3. The equivalent of more than four academic years within a period of any five consecutive academic years.

In order to achieve tenure pursuant to this subsection, a teacher shall also complete a district mentorship program during the initial year of employment and receive a rating of effective or highly effective in two annual summative evaluations within the first three years of employment after the initial year of employment in which the teacher completes the district mentorship program.

How A Leave Affects Tenure Acquisition

To acquire tenure in a New Jersey public school district, instructional staff generally must complete **4 years and 1 day** of continuous service over a 5-year period (under the TEACHNJ Act).

- **Unpaid Leave / FMLA / NJFLA Pauses the Clock:** Days spent on unpaid leave (such as Federal FMLA or NJ Family Leave) do **not** count toward the required days of service to earn tenure. The tenure "clock" pauses while you are out and resumes when you return.
- **Accrued Paid Sick Days Count:** Days where you use accrued paid sick leave (typically the recovery period for childbirth) *do* count as active service toward your tenure timeline.
- **No Loss of Prior Time:** Taking a standard statutory family leave does **not** reset or break your consecutive service timeline (unlike a voluntary, non-statutory leave of absence without pay, which in some circumstances could reset the service requirement). You simply pick up where you left off.

AchieveNJ, TeachNJ, and MOTSD BOE Policies

AchieveNJ is New Jersey's educator evaluation and support system, designed in collaboration with New Jersey educators through a two-year pilot. This system provides district and school leaders with a critical tool for recognizing effective educators and identifying meaningful opportunities for professional growth.

AchieveNJ Links via NJ DOE

- [AchieveNJ Home](#)
- [The TeachNJ Act](#)
- [Teacher Evaluation: Overview](#)
- Educator Evaluation Rubric Weights for 2024-25

Student Growth Objectives

- [FAQ for SGOs for 2025-2026 School Year](#)
- [NJ DOE SGO Home Page](#): Forms and Documents
- [NJ State SGO Quality Rating Rubric](#)

MOTSD Board of Education Policies

- [Policy # 3221 - Evaluation of Teachers](#)
- [Regulation # 3221 - Evaluation of Teachers](#)
- [Policy # 3222 - Evaluation of Teaching Staff Members, Excluding Teachers and Administrators](#)
- [Regulation # 3222 - Evaluation of Teaching Staff Members, Excluding Teachers and Administrators](#)

Stronge+ Evaluation Due Dates

Non-Tenured Staff

Evaluation Documents	Due Date
PDP Form is submitted to Supervisor	October 16, 2026
SGO/PGO submitted to Supervisor/Principal	October 16, 2026
SGO/PGO Approved by Principal	October 30, 2026
Observation #1 submitted to Teacher/Ed Spec	November 20, 2026
Adjustments to SGOs with admin approval.	February 12, 2027
Observation #2 submitted to Teacher/Ed Spec	February 19, 2027
End of Year Submissions: - SGO Form submitted to Supervisor - Documentation Log submitted to Supervisor - PDP Completion Form submitted to Supervisor	April 16, 2027
Observation #3 submitted to Teacher/Ed Spec	April 30, 2027
Summative Performance Report submitted to Teacher/Ed Spec	May 7, 2027
Composite Score Report Submitted to Teacher/Ed Specialist	May 7, 2027

Tenured Staff

Evaluation Documents	Due Date
PDP Form is submitted to Supervisor	October 16, 2026
SGO proposal submitted to Supervisor/Principal, only if desired.	October 16, 2026
Observation #1 submitted to Teacher/Ed Spec	February 19, 2027
End of Year Submissions: - Documentation Log submitted to Supervisor - PDP Completion Form submitted to Supervisor	May 14, 2026
Observation #2 submitted to Teacher/Ed Spec	May 28, 2027
Summative Performance Report submitted to Teacher / Ed Specialist	June 9, 2027
Composite Score Report Submitted to Teacher / Ed Specialist	June 9, 2027

Resources

How to Upload an Artifact in Frontline

You can begin collecting artifacts at any time. You can add documents, pictures, scanned documents, or other types of evidence to the artifact file on My Learning Plan. When you are ready to upload the pieces of evidence, open the Artifact File. All evidence that you would like included in your Documentation Log and Summative Performance Report must be uploaded to the artifact file.

1. Click on **Documentation Log**
2. Click on the **Add Artifact** button.

1. Professional Knowledge

1. Required Items

1. Examples of Evidence:

1. Evidence Included:

Artifacts

+ Add an Artifact

Name	Upload Date	Upload User	File
Item 1	08/05/2024	Admin, MLP	zBrowser_Cache_Clearing_Instru...

4. The following screen will appear.

Fill in the **Name** and **Short Description**

Choose a **Type** and **Category**

Choose a **Rubric** AND a **Criteria** under alignment, and click **Add Criteria**. This needs to be done to assign the artifact to a standard for the summative performance report and documentation log. These can be left blank and edited later (see next page).

Click on **File** to find the file on your computer and **URL** for a sharable link that you would like to include

Click **Save** when complete.

Upload File

Name: Enter a name...

Description: Enter a description...

Types: Choose the Artifact Types...

Categories: Choose the Artifact Categories...

Alignment: Choose a Rubric... Choose a Criteria... + Add Criteria

File Type: ☒ File ☐ Url

File (50 MB Max): Select a file

Notify Admin: Select an administrator

Save Clear Form

Editing an Artifact

You can edit an artifact at any time. Why would you want to do this?

- If you didn't assign the artifact to a standard, you can assign the artifact to a particular standard.
- Change the assigned standard.
- Update the description of the standard.
- Delete the artifact.

To edit an artifact click on the **Pencil** icon next to any document that you have uploaded. You can choose to add or change a rubric stand, change the uploaded file, or add a brief description. You can also delete the artifact by clicking the **Red X**

Artifacts				
+ Add an Artifact ⓘ				
Name	Upload Date	Upload User	File	
Item	08/05/2024	Admin, MLP	zBrowser_Cache_Clearing_Instru...	  

Please Note: If a **red X** does not appear with a file, that file is connected to a form that has been submitted and / or finalized, and is now archived with that attached form. You will not be able to remove the file from MLP.

My Learning Plan will accept most file types. If your picture is a .jpeg file, please change the file extension to .jpg in order to load the artifact to your files.