TEACHNJ ACT

New Evaluation Implementation
2013-14 School Year
Required by State of NJ

Charles Maranzano, Jr., Superintendent
Hopatcong Borough Public Schools
Evaluation Reform in NJ

Evaluation Reform in NJ Linked To:

• Federal Elementary and Secondary Education Act Waiver

• Federal Race to the Top $38 million award for NJ

• Codified in P.L. 2012, CH. 26 adopted August 6, 2012 known as TEACHNJ
  “Teacher Effectiveness and Accountability for the Children of New Jersey Act”
Context: Why is educator evaluation important?

- Educator quality is the most influential in-school factor for student learning.
- Improving student achievement is the most important goal of all schools, and we must align our policies with that priority.
- This evaluation system is meant to help teachers and leaders continuously improve their practice.
- This represents an important cultural shift, allowing schools to better prioritize student and educator growth in decision making.
Chronology of Evaluation Reform in New Jersey
Overview of Evaluation Reform

2010-2011
NJ State Educator Effectiveness Task Force formed

2011-2012
Teacher Evaluation Cohort I Pilot commences

2012-2013
Teacher Evaluation Cohort II in progress
Principal Evaluation Cohort I commences

Full Statewide Implementation
2013-2014
Statewide Implementation of New Evaluation System
Context: More than three years of evaluation progress

- 2010: EPAC, Pilot 1 launched
- 2011: $38 million Race to the Top award for NJ
- 2012: TEACHNJ Act passed
- 2013: EPAC and external Rutgers reports issued

- 2010: Educator Effectiveness Task Force formed
- 2011: Task Force releases recommendations
- 2012: Pilot 2 selected
- 2013: 1st round of evaluation regulations proposed
- 2013: 2nd round of evaluation regulations proposed
Details are being established for key areas:

- Calculation of Annual Summative Ratings
- Observation requirements and frequency
- Objective Measures of Student Achievement for ASK tested and non-tested grades
- Multiple Observers for Validity/Reliability
- Mentoring Component
- Individualized Professional Development
- Corrective Action Plans
- Roles and Duties of the School Improvement Panel
March 6: Regulations proposed/public comment
April 3: Second discussion and testimony
May 1: State Board discusses proposed Regs.
June 3: Proposed Code Published
(60-day comment period begins)
August 2: Close of 60-day comment period
Sept. 4: State Board considers final version
October 7: Office of Admin. Law publishes Regs.
New Evaluation Model

NJ Approved Evaluation Model
One of four Original Models

Stronge Teacher Effectiveness
Performance Evaluation System

Model Description and Use
Evaluation model is based on *Qualities of Effective Teachers* (ASCD 2007)

Administrative team read Stronge’s ASCD publication at the 2011 summer retreat

“Effectiveness is the goal. Evaluation is merely the means.”
Qualities of Effective Teachers

EFFECTIVE TEACHERS

Background
- Prerequisites
- The Person

Job Responsibilities & Practices
- Classroom Management & Instruction
- Implementing Instruction
- Organizing for Instruction
- Monitoring Student Progress & Potential

Stronge, *Qualities of Effective Teachers*, ASCD (2007)
Diagram used with the Permission of Linda Hutchinson, Doctoral Student, The College of William and Mary
1. What is the basis of teachers’ evaluation?

2. How will teacher performance be documented?

3. How will teacher performance be rated?
What is the basis of teachers’ evaluation?
## I. Teacher Performance Standards

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Professional Knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Instructional Planning</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Instructional Delivery</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> Assessment of/for Learning</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Learning Environment</td>
<td></td>
</tr>
<tr>
<td><strong>6.</strong> Professionalism</td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong> Student Progress</td>
<td></td>
</tr>
</tbody>
</table>
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, effective strategies, resources, and data to meet the needs of all students.
Performance Standard 3

Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
Performance Standard 4

Assessment of / for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
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, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.
Performance Standard 7

Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.
Question 2

How will teacher performance be documented?
When it comes to evaluating performance, which do you prefer:

A Snapshot or a Motion Picture?
The primary use of classroom observation as a basis for summative ratings is very limited

Example:

- Teacher day = 6:55 hours
- 180 days student contact
- 74,000 minutes total (1,245 hours per year)
- 40 minutes = one formal observation
- Ratio of formal observation to total hours = 0.0005
Old Paradigm: Observation = Evaluation

*Summative rating*

New Paradigm: Observation = Information

*Formative process*
Multiple Data Sources Proposed for New Jersey
Four Distinct Data Sources for New Evaluation

1. Observations

- Non-tenured teachers observed at least three times per year
- Tenured teachers observed at least once per year
- Additional observations at building administrator’s discretion
- Observations last at least 20 minutes, include a post-conference
- Participants in EE4NJ Cohort 2 have specific observation requirements

2. Student Learning Objectives

- Appropriate measures of academic progress are determined
- Teachers set objectives for improving student progress based on the results of performance measures
- Quality of the objectives and their attainment provide an important data source for evaluation
3. Documentation Log

- Includes both specific required artifacts and teacher-selected artifacts
- Artifacts provide evidence of meeting selected performance standards
- Provides teacher with opportunity to demonstrate quality work

4. Student Surveys

- Teachers survey their students using one of four survey instruments
- Teachers enter summary of the results in their Documentation Log
- Surveys provide additional data to teachers than can influence teaching strategies
## Data Collection Responsibility

<table>
<thead>
<tr>
<th>Data Collection Procedure</th>
<th>Form(s)</th>
<th>Evaluator</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Academic Progress</td>
<td>Student Learning Objectives Form</td>
<td>Reviews/approves</td>
<td>Selects/develops</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Classroom Observation Form</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Formal Observations</td>
<td>Formal Classroom Observation Form</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Student Surveys</td>
<td>Student Survey Forms (K-2, 3-5, 6-8, 9-12) Student Survey Summary</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Documentation Logs</td>
<td>Documentation Log Cover Sheet</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Optional Teacher Self-Assessment Form</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Variable Criteria for Other Staff

Stronge Evaluation Model

• Not a one-size-fits-all approach
• Unlike most evaluation models there are different definitions for specialists based on effective teaching research
How will teacher performance be rated?
Four Point Rating Scale
Proposed for New Jersey
## Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Exceptional Performance</th>
</tr>
</thead>
</table>
| The teacher maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established standard. | • Sustains high performance over period of time  
• Behaviors have strong positive impact on learners and school climate  
• Serves as role model to others |

<table>
<thead>
<tr>
<th>Effective</th>
<th>Proficient Performance</th>
</tr>
</thead>
</table>
| The teacher meets the standard in a manner that is consistent with the school’s mission and goals. | • Meets the requirements contained in job description as expressed in evaluation criteria  
• Behaviors have positive impact on learners and school climate  
• Willing to learn and apply new skills |
### Terms Used in Rating Scale

<table>
<thead>
<tr>
<th>Partially Effective</th>
<th>Below Acceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher <em>often performs below</em> the established standard or in a manner that is <em>inconsistent</em> with the school’s missions and goals.</td>
<td>Requires support in meeting the standards</td>
</tr>
<tr>
<td></td>
<td>Results in less than quality work performance</td>
</tr>
<tr>
<td></td>
<td>Leads to areas for teacher improvement being jointly identified and planned between teacher and evaluator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Unacceptable Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher <em>consistently performs below</em> the established standards or in a manner that is inconsistent with the school’s missions and goals.</td>
<td>Does not meet requirements contained in job description as expressed in evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>Results in minimal student learning</td>
</tr>
<tr>
<td></td>
<td>May result in employee not being recommended for continued employment</td>
</tr>
</tbody>
</table>
Main Components

I  Performance Standards
    Seven Criteria for New Jersey Schools

II  Performance Indicators
    Examples of tangible behaviors

III Performance Appraisal Rubrics
    Clear and Understandable Definitions
Standard 2: Instructional Planning
The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the learning needs of all students.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:
2.1 Uses student learning data to guide planning.
2.2 Plans realistically for pacing, content mastery, and transitions.
2.3 Plans for differentiated instruction.
2.4 Aligns lesson objectives to the school’s curriculum and student learning needs.
2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

Performance Appraisal Rubric

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</td>
<td>The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</td>
<td>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</td>
</tr>
</tbody>
</table>
Standards, Indicators, Rubrics Defined for Seven Areas of Evaluation
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 teacher:

1.1 Effectively addresses appropriate 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 knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.
<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard…</em></td>
<td><em>Effective</em></td>
<td><em>Effectively is the expected level of performance.</em></td>
<td></td>
</tr>
<tr>
<td>In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.</td>
<td>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</td>
<td>The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.</td>
<td>The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.</td>
</tr>
</tbody>
</table>

Comments:
Standard 2: Instructional Planning

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

Sample Performance Indicators (Examples may include, but are not limited to)

The teacher:

2.1 Uses student learning data to guide planning.
2.2 Plans time realistically for pacing, content mastery, and transitions.
2.3 Plans for differentiated instruction.
2.4 Aligns lesson objectives to the school’s curriculum and student learning needs.
2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.
## Standard 2: Instructional Planning

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to meeting the standard…</td>
<td>Effective is the expected level of performance.</td>
<td>The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.</td>
<td>The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.</td>
</tr>
<tr>
<td>In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.</td>
<td>The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Comments:*
Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

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

The teacher:

3.1 Engages and maintains students in active learning.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Differentiates instruction to meet the students’ needs.
3.4 Reinforces learning goals consistently throughout the lesson.
3.5 Uses a variety of effective instructional strategies and resources.
3.6 Uses instructional technology to enhance student learning.
3.7 Communicates clearly and checks for understanding.
## Standard 3: Instructional Delivery

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard…</em></td>
<td><em>Effective is the expected level of performance.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.</td>
<td><strong>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</strong></td>
<td>The teacher inconsistently uses instructional strategies that meet individual learning needs.</td>
<td>The teacher’s instruction inadequately addresses students’ learning needs.</td>
</tr>
</tbody>
</table>

**Comments:**
Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

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

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 assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students’ learning.

4.7 Gives constructive and frequent feedback to students on their learning.
### Standard 4: Assessment of/for Learning

| Highly Effective |
|------------------|--------------------------------------------------|
| *In addition to meeting the standard…* |
| The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. |

<table>
<thead>
<tr>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Effective is the expected level of performance.</em></td>
</tr>
<tr>
<td>The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partially Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineffective</td>
</tr>
<tr>
<td>The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.</td>
</tr>
</tbody>
</table>

**Comments:**
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 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 Promotes cultural sensitivity.
5.6 Respects students’ diversity, including language, culture, race, gender, and special needs.
5.7 Actively listens and pays attention to students’ needs and responses.
5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.
**Standard 5: Learning Environment**

<table>
<thead>
<tr>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard…</em></td>
</tr>
<tr>
<td>Highly Effective is the expected level of performance.</td>
</tr>
</tbody>
</table>

- **In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.**

<table>
<thead>
<tr>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partially Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.</td>
</tr>
</tbody>
</table>

**Comments:**
Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.

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

The teacher:

6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.

6.2 Adheres to federal and state laws, school policies and ethical guidelines.

6.3 Incorporates learning from professional growth opportunities into instructional practice.

6.4 Sets goals for improvement of 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.

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective 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 Demonstrates consistent mastery of standard oral and written English in all communication.
<table>
<thead>
<tr>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard…</em></td>
</tr>
<tr>
<td>Effective</td>
</tr>
<tr>
<td><em>Effective is the expected level of performance.</em></td>
</tr>
<tr>
<td>Partially Effective</td>
</tr>
<tr>
<td>Ineffective</td>
</tr>
</tbody>
</table>

In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.

**The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.**

The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.

The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

**Comments:**
Standard 7: Student Progress

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

Sample Performance Indicators (Examples may include, but are not limited to)

The teacher:

7.1 Sets acceptable, measurable and appropriate achievement goals for student academic 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 academic progress and develop interim learning targets.
## Standard 7: Student Progress

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Partially Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In addition to meeting the standard…</em></td>
<td>The work of the teacher results in acceptable, measurable, and appropriate student academic progress.</td>
<td>The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.</td>
<td>The work of the teacher does not achieve acceptable student academic progress.</td>
</tr>
</tbody>
</table>

*In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.*

**Comments:**
NJ Proposed Weighting for Teacher Evaluation
Accountability is the Goal
Targeted NJ Evaluation Goals

Standards 1-6

Teacher Practice
50%

Teacher Evaluation
100%

Student Achievement
50%

Teacher Practice
- Evaluation framework including classroom observation as a major component
- At least one additional tool to assess teacher practice.

Student Achievement
- Student achievement of state-approved assessments or performance-base evaluation
- State-approved school-wide performance measure
- Districts have option of including additional performance measures

From NJDOE Notice of Grant Opportunity, March 2012
TEACHNJ Regulation Proposals:
Building an Effective Evaluation System for Teachers and Principals

March 6, 2013
• The TEACHNJ Act requires evaluations to include multiple measures of student progress and multiple data sources.

• New teacher evaluation systems will include the following components:

  **Teacher Practice**
  Performance on a teacher practice instrument, driven primarily through observation

  **Stu. Growth Percentile**
  State-calculated score that measures individual teacher’s ability to drive growth on NJ ASK

  **Stu. Growth Objective**
  Locally-calculated score that measures an individual teacher’s impact on stu. achievement

  **Summative Rating**
  Overall eval. score that combines the multiple measures of practice and student progress

*N.J.A.C. 6A:10-4.1*
Teacher Evaluation: **Weighting of Components (Tested)**

**Tested Grades and Subjects** (Currently grades 4-8, math and ELA): 50% from teacher practice and 50% from student achievement measures

### 2013–14

- 50% Student Achievement
- 35% 50% Teacher Practice
- 15% Student Growth Objectives
- 50% Student Growth Percentile

### Future Target*

- 50% Student Achievement
- 35% Teacher Practice
- 5% Other (Surveys, Portfolios, e.g.)
- 10% Student Growth Objectives
- 10% Schoolwide/Cohort Measure
- 10% Student Growth Percentile

*The Department will look to incorporate other measures where possible and percentages will change as system evolves.

Teacher Practice + Student Growth Objective = Sum. Rating
Teacher Evaluation: Median Student Growth Percentile

- Teachers of at least one 4th-8th grade math and/or English/language arts (ELA) class (15%-20% of New Jersey teachers). More teachers will be included with PARCC assessments.

<table>
<thead>
<tr>
<th>NJ Teachers with Median Student Growth Percentiles (mSGPs)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4–8 ELA and Math</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grades 9–11 ELA and Math</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grades Pre-K–3 (All)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grades 4–12 Non-ELA, Non-Math</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>All Electives (e.g., economics, psychology, art, music, etc.)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

- Teacher must have at least 20 SGP scores.
- Students must be enrolled in class 60% of time before test.
Teacher Evaluation: Weighting of Components (NTGS)

Teacher in Non-Tested Grades and Subjects: Weights will be phased in over time to move towards 50% teacher practice and 50% student achievement.

**2013–14**

- 15% Student Achievement
- 85% Teacher Practice

**Future Target**

- 50% Student Achievement
- 40% Teacher Practice
- 10% Other (Surveys, Portfolios, e.g.)
- 5% Student Growth Objectives
- 0% Schoolwide/Cohort Measure

*The Department will look to incorporate other measures where possible and percentages will change as system evolves.*
Teacher Evaluation: *Introduction to Student Growth Objectives*

All teachers will set **Student Growth Objectives (SGOs):**

- SGOs are annual, specific, and measureable academic goals based on growth and achievement for groups of students.
- Establishing an SGO is a collaborative process between teacher and supervisor with the principal having final decision.
- SGOs may be based on appropriate national, state, or LEA-developed assessments, including rubric-measured portfolios.
- Teachers with an SGP score will set a minimum of 1 SGO.
- Teachers without an SGP score will set 2 SGOs.
# Teacher Evaluation: Student Growth Objectives

## Sample SGOs

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
<th>For teacher to earn a rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Grade Lang. Arts</strong></td>
<td>The Text Reading and Comprehension (TRC) assessment</td>
<td>Level 4: 90% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3: 80% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2: 70% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1: 60% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td><strong>Eighth Grade Visual Arts</strong></td>
<td>Portfolio score using a district-created rubric assessing students’ ability to draw from direct observation</td>
<td>Level 4: 90% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 3: 80% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 2: 70% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 1: 60% of students increase at least 1 proficiency level</td>
</tr>
</tbody>
</table>
# Teacher Evaluation: Summative Ratings

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Practice Eval. Instrument</td>
<td>3.0</td>
<td>X 50%</td>
<td>1.5</td>
</tr>
<tr>
<td>Student Growth Percentile</td>
<td>2.0</td>
<td>X 35%</td>
<td>.70</td>
</tr>
<tr>
<td>Student Growth Objective</td>
<td>3.5</td>
<td>X 15%</td>
<td>.525</td>
</tr>
<tr>
<td><strong>Sum of the Weighted Scores</strong></td>
<td></td>
<td></td>
<td><strong>2.725</strong></td>
</tr>
</tbody>
</table>

This is a sample scale. The NJDOE will determine the actual scale prior to September 2013.

![Graph showing the scale from Ineffective to Highly Effective]

\[
\begin{align*}
\text{Ineffective} & : 1.0 \text{ Points} \\
\text{Partially Effective} & : 1.75 \text{ Points} \\
\text{Effective} & : 2.5 \text{ Points} \\
\text{Highly Effective} & : 3.5 \text{ Points} \\
\end{align*}
\]

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A:10-4.1
District Evaluation
Advisory Committee

Administrators
- Principals
- Assistant Principals
- Director of Curriculum
- Curriculum Supervisor
- Director of Special Educational Services
- Director of Guidance

Teachers
- One representative from each school

Parent
School Board Member
Superintendent of Schools
Questions?
Thank You