

Pleasantville School District



**The District Evaluation Advisory Committee (DEAC):
Keeping Educators at the Center of AchieveNJ**

Reference Guide and Support

Table of Content

	Pages
AchieveNJ: Educator Evaluation and Support in New Jersey What’s New?	3
AchieveNJ Guiding Principles -Teacher Practice 2013-2014	4
Districts Reporting in NJSMART Key Dates	10
TEACHNJ Act Overview Who is Impacted? Evaluating Directors, Principals, Assistant Principals Educational Services Staff, Counselors, and others	10
District Evaluation Advisory Committee Pleasantville DEAC & members Sample DEAC Agenda Student Growth Objectives in 2013-2014	17-23
School District Professional Development Planning	23-26
What should every educator know about AchieveNJ and TEACHNJ? Tenure Decisions Teacher Tenure Acquisition Timeline Principal/Asst./Vice Principal Acquisition Timeline Tenure Revocation How does tenure law affect teachers evaluation?	27-33
NJEA on New Evaluation Program	34-35
Pleasantville’s Answer to the DOE’s Question-“Are your Districts Ducks in a Row?”	36-45
Questions by teacher and Answers from AchieveNJ and Pleasantville DEAC	52
Student Growth and Objectives (SGO) Frequently Asked Questions Rationale Assessment Starting Point Common Concern ELL Teachers Special Education Teachers	56-64
General Questions and Answers	65-66
AchieveNJ/TEACHNJ Resources Guide	64-65

New Jersey Department of Education (Updated 1.14) 1

AchieveNJ: Educator Evaluation and Support in New Jersey

Background

In schools, teachers and leaders have the greatest influence on student learning. Since 2010, the New Jersey Department of Education has been working to improve educator evaluation and supports. These efforts included a two-year pilot that involved more than 15,000 teachers and principals. Building on this work, New Jersey's historic 2012 TEACHNJ Act — unanimously approved by the state Legislature and signed into law by Governor Christie — mandates many requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings. On September 11, 2013, the State Board approved regulations outlining specific evaluation policies for 2013–14 — the first year of full statewide implementation of this new system, AchieveNJ.

Why Change?

Current evaluations are often perfunctory, subjective, and do not result in better teaching and learning — our students and educators deserve more. Teaching our students and leading our schools is essential and challenging work, and our educators should have an evaluation system that recognizes and rewards them as professionals. Over the past two years we have worked collaboratively with teachers and principals from across the state to develop the AchieveNJ evaluation system, which honors their achievements and ensures that they have the tools they need as they continuously develop their craft and help all of our students succeed.

What is New?

A key strength of AchieveNJ, - the new educator evaluation and support system proposed on March 6, 2013, is its reliance on high-quality classroom observations of teacher practice.

- ✓ **Under the old evaluation system, non-tenured teachers were observed three times a year – and tenured teachers were not required to have observations.**
- ✓ **With AchieveNJ, all teachers are observed by well-trained principals or other certified Administrators, at least three times every year using a state-approved instrument, and a post-conference between the teacher and observer is required after each observation.**
- ✓ **Through post-conferences and other sources of feedback on their practice, all teachers can connect professional growth opportunities directly to what's happening in their classrooms.**

AchieveNJ Guiding Principles

The AchieveNJ evaluation and support system is structured around several guiding principles:

1. **Educator effectiveness** can and should be measured to ensure our students have the best teachers in the classroom. A three-year study by the Bill & Melinda Gates Foundation recently affirmed the impact of evaluations and showed that huge variations exist between the most and least effective teachers — in some cases, up to an 11-month difference in student learning.
2. **Evaluations should always be based on multiple measures** that include both learning outcomes and effective practice. No teacher or principal should ever be assessed based on test scores alone, much less a single test. Therefore, AchieveNJ includes a combination of student growth on objective measures and observations of a teacher's classroom practices and a principal's leadership practices conducted by appropriately trained observers.
3. **Timely feedback and high-quality professional development**, tied to evaluations, are essential to help educators improve. Evaluations provide educators with more opportunities to engage in high-quality professional conversations and nuanced data that can be used to tailor professional development to staff needs. Evaluations that do not contribute to these types of growth and development offer limited value.
4. **Evaluation and support systems should be developed with significant input from educators.** We have been working every step of the way over the past two years with those most affected: teachers and principals.
5. **Tenure and other forms of recognition should be based on effectiveness.** As codified in the new tenure law passed in 2012, educators should be recognized and rewarded based on the outcome of meaningful evaluations rather than simply time served.

AchieveNJ: Teacher Practice in 2013–14

How is Teacher Practice Measured?

Under AchieveNJ for 2013-14, teacher practice counts for 50 to 85 percent of the overall evaluation depending upon the grade(s) and subject area(s) taught by the teacher:

- ✓ For all teachers, trained observers—including principals, supervisors, and other school leaders—monitor classroom practices using a teacher practice instrument (also referred to as an observation framework) such as Charlotte Danielson's *Framework for Teaching* or *The Marzano Casual Teacher Evaluation Model*.

- ✓ These instruments help guide observers as they identify key components of effective teaching during classroom visits. They also help ensure that a teacher's practice is evaluated consistently and that teachers are receiving meaningful feedback. This feedback is then used to tailor professional development to a teacher's individual needs. Through this observation and feedback cycle, districts will create a common language of instruction to foster collaboration between staff and enhance professional learning communities.
- ✓ The state has approved more than two-dozen teacher practice instruments. Districts have been given the flexibility to choose which of these research-based frameworks they want to use, or to create their own instruments and submit them for approval.

Training and Observation Requirements

All teachers must be trained on new evaluation procedures, including observation instruments, prior to the beginning of the school year.

- ✓ Before observing a teacher's practice for the purpose of an evaluation, all observers must be thoroughly trained on the instrument.
- ✓ Observations may only be conducted by an appropriately certificated staff member employed in a supervisory role and capacity.

Observers

All observers must participate in yearly refresher training, and superintendents or chief school administrators must certify each year that all observers have been trained.

- At least one observation must occur in each semester.

District Reporting to NJSMART

Background

Vision and Purpose

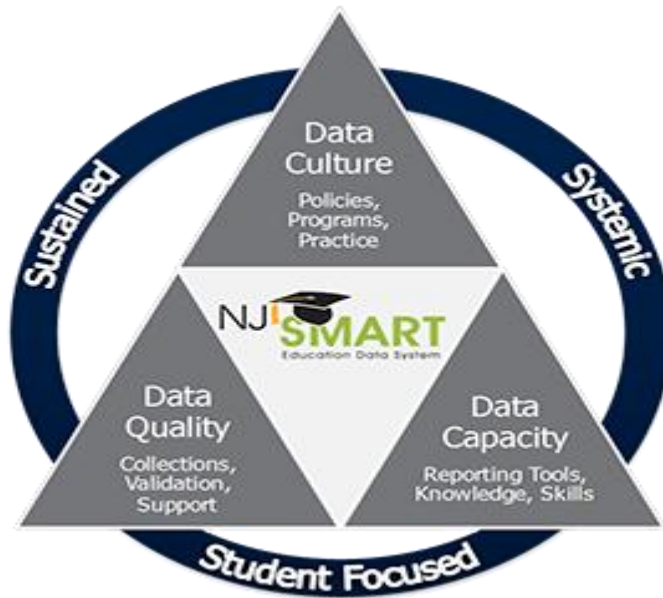
The Department of Education's NJ Standards Measurement and Resource for Teaching (NJ SMART) is a comprehensive statewide longitudinal data system solution that serves multiple purposes: staff/student identification, data warehousing, data reporting, and analytics.

NJ SMART was initiated several years ago for three primary reasons:

1. New Jersey's public education system is actively invested in developing evidence based practices and solutions that measure and monitor progress towards instructional goals.
2. Major regulatory changes such as the federal *No Child Left Behind Act* (NCLB) have increased the need for states and districts to collect larger quantities and types of data to meet increasingly intensive reporting requirements.

3. NJDOE is committed to using technology as a means for: providing better information to LEAs and other stakeholders; for simplifying complicated data reporting requirements; and for increasing administrative efficiency.

These reasons culminated into today's solution designed to provide data quality and capacity needed to build systemic and sustained data use at the state, district, school, and classroom levels. It is the vision for NJ SMART that the cooperative and effective entwinement of culture, tools, and practices stewards New Jersey students and educational decision makers along a pathway towards academic success.



Initiatives

Major initiatives have been completed within NJ SMART to meet ever expanding demands and expectations within the education landscape:

1. NJ SMART's state assessment data warehouse has been populated with statewide test results that date back to 1999.
2. In December 2006, NJ SMART initiated its first statewide data submission. Data provided by districts through this data submission was used to create unique student identification (SID) numbers. These SID numbers were issued to districts on March 21, 2007 and continue to be issued for students who enter the NJ public school system today.
3. All districts have been offered training on EDanalyzer (a Web-based tool that allows districts to view and analyze state assessment data) as well as assessment-related student demographic information currently in the NJ SMART data warehouse.

4. As of 2009-2010, districts have the ability to create local data marts and access district-level reports during their current school year to view the amalgamated results of their submitted data in real time.
5. Beginning 2011-2012, NJ SMART began the collection of Staff level data. Since this collection, over 260,000 unique staff member identifiers (SMID) have been assigned to staff.
6. The implementation of the Course Roster Submission enhanced New Jersey's statewide data system so that it could provide electronic transcripts for each student: one of the required "data assurances" under the State Fiscal Stabilization Fund agreement with the NJDOE. New Jersey's Course Roster Submission links teachers and students together through a unique course identifier.

Outcomes

Each of these initiatives will result in important outcomes for local districts:

1. Integrated state assessment data means that districts have regular access to assessment reports that allow easy monitoring and comparison of critical performance measures.
2. With the implementation of SIDs, districts are able to track students and their performance more effectively over time, even if they transfer in and out of districts.
3. EDanalyzer allows districts to access assessment data that is as current as the most recent data loaded into the NJ SMART data warehouse.
4. District Reports is a robust tool that works with Local Data Mart and Official Snapshots. The District Reports tool offers the opportunity for districts to bring together data currently stored in a variety of locations into one integrated data warehouse at their discretion. This allows staff to access linked student data, generate user-friendly reports to analyze student data outside of Official reporting period timeframes, and make data informed decisions within their respective districts.

These activities combine to provide the foundation for a more comprehensive system of data reporting and student performance management for New Jersey public schools.

About Staff Member ID (SMID) Management

The 2011-2012 School Year began a new data collection to account for staff members working within the New Jersey education system. This data collection known as SMID Management requires LEAs to upload basic demographic and employment information for staff including teachers, administrators, and other district personnel. The process for uploading these staff members closely mirrors the SID Management process implemented for students.

The implementation of this collection has assigned each staff member a unique Staff Member Identification (SMID) number and laid the groundwork for other collections that require staff level data such as the Staff Submission, Course Roster Submission, and Pre-ID Submissions.

Key Dates

- **August 15, 2013:** Open: SMID Management (2013-2014 School Year)
- **October 15, 2013:** Snapshot: SMID Management (2013-2014 School Year)
- **October 18, 2013:** Open: Local Data Mart SMID Management (2013-2014 School Year)

About Staff Evaluation Submission

Beginning in 2010, with New Jersey's acceptance of moneys under the American Reinvestment and Recovery Act (ARRA), the New Jersey Department of Education (NJDOE) has been required to collect and report the percentage of each school's educators that have been rated as 'Acceptable' or 'Not Acceptable' according to the district's then existing policies and procedures. For the past three years, school districts have uploaded this data into NJ SMART as part of their NJ SMART Staff Submission.

As districts implement AchieveNJ for the first time in 2013-2014, NJ SMART is preparing for a modified data collection to capture the multiple measures of educator practice and student growth that are aligned to AchieveNJ. In July 2014, we will conduct a separate Staff Evaluation Submission through NJ SMART and subsequently will sunset the evaluation data elements that are part of other NJ SMART submissions.

Key Dates

Remember that all submission data is erased at the close of Practice Periods or Local Data Mart deadlines in preparation for the Official Submission. **Save a copy of your practice files.**

- **June 2, 2014:** Open: Staff Evaluation Submission Practice Period
- **June 30, 2014:** Close: Staff Evaluation Submission Practice Period
- **July 7, 2014:** **Open: Official Staff Evaluation Submission**
- **August 4, 2014:** Deadline: Official Staff Evaluation Submission

For more information and key dates refer to NJDOE (NJSMART)

What are districts required to report?

As per Teachscape- The requirements for district reporting vary, based on whether or not the **evaluatee is a teacher of a tested subject.**

For all teachers of non-tested subjects (i.e. 85% of teachers in NJ), the district must report a final summative score on a 1.0-4.4 scale that creates a weighted average of the final Teacher Practice score compiled from all observations (weighted at 85% in the summative calculation) and the final Student Growth Objective (SGO) score compiled by averaging two SGOs (weighted at 15% in the summative calculation). If Pleasantville submits all scores through Teachscape,

this summative weighted average score will be calculated by the Teachscape software, Reflect and can be exported into a CSV file for reporting to the NJDOE. The score calculation will also be included in each teacher's summary report, which can be printed out and placed in the teacher's personnel file as required by the NJDOE.

If Teachscape is not utilized, someone in the district will have to input the average scores into NJSMART starting on June 2, 2014 as required by NJDOE.

For teachers of tested subjects (i.e. 15% of teachers), the district must report two separate scores: the final Teacher Practice score compiled from all observations (1.0-4.0 scale) and a final SGO score (1.0-4.0 scale). The state will be requiring districts to report a teacher's SGO component score as an averaged if a teacher has two SGOs. The NJDOE will use the Student Growth Percentile (SGP) data when it becomes available later in the year, together with the Teachscape Teacher Practice score and the SGO score, to calculate the final summative score for teachers of tested subjects. The NJDOE will then return those final scores to the districts, which will be responsible for placing the cores into the personnel file for each tested-subjected teacher.

Pleasantville will input the following into NJSMART or Teachscape: Teacher Practice (average of three observations), SGO average score = Summative score per teacher. NJDOE will input the SGP score for teachers in tested grades and forward all teachers/administrators scores to the district. Scores will then be placed in each staffs personnel file by Human Resource Department.

How should districts use the summative scores during end-of-year conferences?

All teachers will have end of year conversation with their principal. The purpose of this conversation is for teachers and administrators to discuss each teacher's overall performance, and to plan for the continued growth and development of the teacher's practice through ongoing professional development and training. For teachers of non-tested subjects/grades, the overall summative score can be calculated and discussed as part of the end-of-year conference.

For teachers of tested subjects/grades, the end-of-year conversation should not include a review of the summative score, because that score will not be available until the SGPs are calculated in after June. **It is not appropriate to calculate a "trial" summative score for tested-subject/grade teachers, and any calculation that does not include the SGP data will be misleading.**

For all teachers – the end-of-year conversations should focus on the insights gained from the observations and the SGO evaluations, rather than on the summative score.

What should be used for planning Professional Development and staff training should be the Teacher Practice and Student Learning Objectives (SLOs) .

Using Teachscape Learn, administrators and teachers work with teachers to develop individualized professional development plans and support teachers in those areas of practice that can have the greatest impact on their overall effectiveness.

It is very important to note that **summative ratings** are intended to be calculated and reviewed **as a final**, summative indicator of overall performance on multiple measures. **They should not be reviewed after observations, mid-year, used as a formative indicator or computed without the SGP data teachers of tested subjects.**

TEACHNJ Act

The New Jersey Department of Education (“the Department”) has created this document to serve as a general guide to the "Teacher Effectiveness and Accountability for the Children of New Jersey" Act (TEACHNJ Act) and to address frequently asked questions. The information included below does not cover every element of the law, which can be accessed in its entirety at http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF.

Please note that on March 6, 2013, the Department proposed regulations to the State Board of Education to provide detail to elements of the TEACH NJ Act. These regulations included detailed rules for the educator evaluation systems that will begin in 2013-2014

Overview

The TEACHNJ Act (“TEACHNJ”) is the bipartisan tenure reform approved unanimously by the legislature and signed into law by Governor Christie on August 6, 2012. The goal of the law is to “raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and inform personnel decisions.”

At its core, TEACHNJ reforms the processes of earning and maintaining tenure by improving evaluations and opportunities for professional growth. Specifically:

- Tenure decisions are now based on multiple measures of student achievement and teacher practice as measured by new evaluation procedures.
- Lengthy and costly tenure hearings are shorter, focused on process only, and less expensive.
- Educator feedback and development is more individualized and focused on students.

Who is Impacted?

The TEACHNJ legislation applies to “teaching staff” who currently work in New Jersey public schools with the exception of charter schools, which are not addressed in the law. **Teaching staff, as defined by the law, includes individuals in the positions of:**

- **Teacher,**
- **Principal (other than administrative principal),**
- **Assistant principal (AP)/vice-principal (VP),**
- **Assistant superintendent,**
- **All school nurses including school nurse supervisors, head school nurses, chief**
- **School nurses, school nurse coordinators, and any other nurse performing school**
- **Nursing services,**
- **School athletic trainer, and**
- **Other employees required to hold appropriate certificates issued by the board of examiners.**

AchieveNJ: Evaluating Directors and Supervisors in 2013–14

While not serving our public schools as classroom teachers, directors and supervisors take on leadership roles that are essential to the development of our students. These educators supervise curriculum and instruction, direct athletic programs, and perform other critical responsibilities in our schools. All New Jersey students deserve to attend schools with high-quality professionals serving in these leadership positions, and all directors and supervisors deserve meaningful opportunities for growth.

AchieveNJ: Evaluating Educational Services Staff, Counselors, and Other Specialists

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

Impact of TEACHNJ Act.

On August 6, 2012, Governor Christie signed into law the TEACHNJ Act, which requires implementation of new educator evaluation systems beginning in 2013-14. Districts must comply with elements of TEACHNJ – as well as other statutory requirements – that apply to this group, including:

- Four-year timeline to tenure;

- Three observations for non-tenured staff members in these roles;
- Four rating categories: Highly Effective, Effective, Partially Effective, Ineffective;
- Individualized professional development planning;
- Corrective Action Plans for teaching staff members rated Partially Effective or Ineffective; and
- Efficient and fair arbitration process for tenure revocation.

In fulfilling its responsibility to implement the TEACHNJ Act, the New Jersey Department of Education introduced proposed regulations framing the new evaluation system on March 6, 2013. **The new state evaluation program – AchieveNJ – is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to help every educational professional grow in their position.**

Evaluation in 2013-14

In reviewing evaluation policy options for educational services staff, counselors, and other specialists, the Department considered the following:

- Roles such as these have varied job descriptions in districts across the state, which makes it difficult to create common evaluation practice instruments. Such differences in responsibilities might even require different components in evaluation frameworks.
- While a tremendous amount of research has been devoted to teacher and principal effectiveness, studies concerning educational services staff and other specialists are not as substantial.

After weighing these considerations, the Department has adopted the following positions regarding evaluation of these varied educational roles:

- 2013-14: Districts will be granted considerable latitude in evaluating staff members in these roles. Districts can choose to continue existing practice, adopt or adapt their selected teaching or principal practice instruments, or create their own instrument – but will need to meet the statutory requirements listed above.
- Moving forward, the Department pledges to:
 - Identify informal pilots in 2013-14, provide support, and share lessons learned;
 - Identify and share best practices from other states and large districts;
 - Partner with stakeholder organizations such as the New Jersey School Counselor Association and the New Jersey Speech-Language-Hearing Association in the development of evaluation recommendations;
 - Make resources available through web site links, broadcast memos, and other communications; and
 - Consider possible additions to regulations for 2014-15 or future years.

Principals/Assistant Principals Evaluation

Multidimensional Principal Performance Rubric

© 2011 Learner-Centered Initiatives, Ltd and Communities for Learning: Leading lasting change® 1

Introduction

This rubric has been designed to support principals and superintendents as they work to make explicit connections between the actions, decisions and learning of school leaders and the improvements to teaching and learning in the schools they lead.

The MPPR has two major components. **The first supports** the use of the Educational Leadership Policy Standards: ISLLC 2008. This component is organized by ISLLC domain, with five dimensions, culled by clustering and categorizing the ISLLC “functions.” These dimensions (Culture, Sustainability, Instructional Program, Capacity Building and Strategic Planning Process) are consistent throughout this component, though not all appear in every domain. Descriptors are specific to each domain. **The second component** of the MPPR supports Goal Setting and Attainment and has dimensions that are arranged to scaffold the goal setting process, from the initial defining of goals, through action planning, implementation and monitoring and evaluation.

The MPPR was designed to be flexible and maximize alignment between and among multiple uses and users, ideally supporting the development of a community of leaders committed to improving practice and learning, and so is meant to be used as a guide as well as an assessment tool.

AchieveNJ for Principals

Question: How are principals evaluated under AchieveNJ?

Answer: Principals receive a rating on 4 or 5 distinct components, depending on whether their school receives student growth percentile scores:

Components	Measures What?	Measured How?
Principal Practice	Job-specific actions related to leading a school	State-approved observation rubric
Evaluation Leadership	Activities that lead to the successful implementation of the new evaluation system	State-provided rubric
Teacher Student Growth Objective	Average score of all of the SGOs developed by all teachers	Average of teachers SGO performance scores
School-wide Student Growth Percentile	Median SGP score of all of the students in the principal's building	Student growth percentile calculated by state.
Principal Goals	Building level SMART goals developed to address specific	Based on academic goals set by

	needs of the school	principal
--	---------------------	-----------

Question: What are the weightings of each of the components for principal evaluation?

Answer: Weights are depicted on this chart:

Components	Multi-Grade SGP Schools	Non-SGP Schools	Single Grade SGP Schools
Principal Practice	30%	30%	30%
Evaluation Leadership	20%	20%	20%
Teacher SGO	10%	10%	10%
School SGP	30%	0%	20%
Principal Goals	10%	40%	20%
Total Percentage	100%	100%	100%

Question: How does AchieveNJ provide for fair and effective evaluation of Assistant Principals and Vice Principals?

Answer: Achieve NJ provides accommodations for assistant principals and vice principals whose job responsibilities may be different than that of the principal. The modifications to the principal evaluation rubric are as follows:

- The state will provide a modified version of the evaluation leadership rubric that may be used.
- The AP/VP may be assigned an average SGO score based on a specific portion of the teacher population for which that administrator has responsibility.
- The AP/VP may set administrator goals that are different than the principal's.
- The AP/VP may be evaluated using the non-SGP school or single grade SGP if the administrator has a role that the CSA determines cannot be fairly measured by the multi-grade school SGP rubric.

The chief school administrator (CSA) will decide if any of these modifications are appropriate for the assistant principal or vice principal in question.

Question: Where can I learn more about the details of AchieveNJ for principals, assistant principals, and vice principals?

Answer: Please see the [AchieveNJ Principal Evaluation Overview](#) and [AchieveNJ Assistant/Vice Principal Evaluation Overview](#) guides and the "[AchieveNJ for Principals/APs/VPs](#)" section of this website for more information.

TEACHNJ Act

On August 6, 2012, Governor Christie signed into law the TEACHNJ Act, which required implementation of new educator evaluation systems beginning in 2013-14. **Districts must comply with elements of TEACHNJ – as well as other statutory requirements – that apply to this group, including:**

- **A four-year timeline to tenure;**
- Four rating categories: Highly Effective, Effective, Partially Effective, Ineffective;
- Individualized professional development planning;
- Corrective Action Plans for those rated Partially Effective or Ineffective;
- Efficient and fair arbitration process for tenure revocation; and
- Three observations for non-tenured staff members in these roles.

In fulfilling its responsibility to implement the TEACHNJ Act, the New Jersey Department of Education proposed and the State Board adopted regulations framing the new evaluation and support system. This system – AchieveNJ – is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to help all educational professionals grow in their positions.

Evaluation in 2013 - 14

In the process of reviewing evaluation policy options for **directors and supervisors**, the Department weighed the following considerations:

- Roles such as these have varied job descriptions in districts across the state. This makes it difficult for the creation of common evaluation practice instruments. Such differences in responsibilities might even require different components in evaluation frameworks.
- While a tremendous amount of research has been devoted to principal effectiveness, studies concerning school leaders in the roles of director or supervisor are not as substantial.

As a result, the Department adopted the following positions on the evaluation of these positions:

- 2013-14: Districts are granted latitude in evaluating staff members in these roles. Districts can choose to continue existing practice, adopt or adapt instruments from instrument providers, or create their own. Districts are encouraged to utilize growth objectives for staff members in these roles as appropriate, and will need to meet the statutory requirements listed above.
- Moving forward, the Department pledges to:
 - Partner with a handful of districts in 2013-14 to study implementation practices, provide support, and share lessons learned;

- Identify and share best practices from other states and large districts;
- Partner with stakeholder organizations such as the New Jersey Principals and supervisors Association in the development of evaluation recommendations;
- Make resources available through web links, broadcast memos, and other communications; and
- Consider possible additions to regulations for 2014-15 or future years.

TEACHNJ defines new requirements for educators evaluation systems, other professional growth and development systems, and tenure decisions. These new requirements do not apply to every teaching staff member in the same manner. **The chart on “How TEACHNJ Applies to Various Position is on the DOE Guide to the TEACHNJ Act.** It depicts how the primary requirements of the law apply to each type of teaching staff member. **The Teacher Effectiveness and Accountability for the children of New Jersey (TEACHNJ) Act, signed into law on August 6, 2012, mandated each school district to select a teacher and principal evaluation system from a set of state-approved models.**

On Nov. 13, 2013 the New Jersey Department of Education (NJDOE) issued details on the requirements and deadlines in the educator-evaluation process.

The new educator-evaluation system is the foundation of the [TEACH-NJ](#) tenure-reform law that was enacted earlier this month.

- **The law requires schools to implement a four-level evaluation system of teachers and principals.**
- **Superintendents must file tenure charges against teaching staff members after two unsatisfactory evaluations (unless the superintendent defers the filing of charges a year due to extraordinary circumstances).**
- **After the superintendent files charges, local school boards have 30 days to certify the charges to the state Education Commissioner, or charges will be dismissed.**
- **The commissioner reviews whether charges have merit, and refers cases to arbitrators, who have 90 days to hear and decide tenure cases.**
- **New teachers can obtain tenure after four years, not three.**

District Evaluation Advisory Committee

District Evaluation Advisory Committee (DEAC)

The District Evaluation Advisory Committee, or DEAC, is required in all districts by the TEACHNJ Act through at least SY16-17, and will support districts in effectively implementing the AchieveNJ evaluation system.

Requirements and Deadlines of DEAC in 2012 and 2013

	Deadline	Reporting Process
In order to prepare for the evaluation changes outlined by the new law, TEACHNJ and related regulations require districts to meet the following deadlines: Requirement:		
Form District Evaluation Advisory Committee*	Oct 31, 2012	Feb 2013 survey
Adopt educator evaluation rubrics that include state-approved teaching and principal practice evaluation instruments	Dec 31, 2012	Feb 2013 survey; Aug 2013 survey**
Begin to test and refine evaluation rubrics	Jan 31, 2013	Feb 2013 survey
Form School Improvement Panel	Feb 1, 2013	Feb 2013 survey
Thoroughly train teachers on teaching practice evaluation instrument	July 1, 2013	Aug 2013 survey
Thoroughly train evaluators on teaching practice evaluation instrument	Aug 31, 2013	Aug 2013 survey
Thoroughly train principals and evaluators on principal practice evaluation instrument	Oct 31, 2013	TBD
Oct. 31, 2013	School boards must provide rigorous and comprehensive training on the evaluations of principals.	

Pleasantville School District Evaluation Advisory Committee

Pleasantville Public School District established a District Evaluation Advisory Committee (DEAC), comprised of multiple stakeholders including teachers, representing both general and special education from varying grade levels and subjects, the president of the Pleasantville Education Association, principal/designee, a board member, a parent, and the superintendent to evaluate all of the state model and make a recommendation to the Pleasantville Board of Education for approval.

- The DEAC enthusiastically recommended, and the Board agreed unanimously, to implement the Charlotte Danielson’s Framework for Teaching Model for teacher evaluation and the Multidimensional Principal Performance Rubric.

(DEAC) discusses AchieveNJ challenges and opportunities and provides feedback about program development and implementation. Our DEAC, with its broad-based and diverse membership, is instrumental in keeping all stakeholders informed throughout the evaluation process. Through this committee, teachers and administrators work closely together to problem solve and make recommendations. This process increases the transparency of the evaluation process and buy-in from staff.

Pleasantville DEAC encourages all Principals, Assistants Principals, staff members he/she selects to be members of this committee. This is also extended to the Association members.

- **The Pleasantville District’s Evaluation Advisory Committee**, tasked with selecting a meaningful and effective teacher evaluation tool. The committee in 2012/2013 selected the **Charlotte Danielson Framework for Teaching as Pleasantville’s School District evaluation model**. The Committee believes that Danielson Framework is the most suitable evaluation method for promoting teacher effectiveness and professional learning in our schools with Teachscape as the accountability portion of the instrument.

- **Principal and Assistant Principal Evaluation Instrument is Multidimensional Principal Performance Rubric**

- **2013-2014 is the first year of implementation, pursuant to State law.**

2013-2014 Members of the District Evaluation Advisory Committee

Dr. Garnell Bailey – Superintendent
Members

Mrs. Ethel Seymore Board Member
Ms. Martha Hoffnagle Early Childhood
Mrs. Andrea Atkins-Turner –Middle School
Mr. Mark Delcher -Human Resource
Ms. Ronnie Lerner – AtlanticCare Community
Ms. Dorothy Boggs - PEA Union
Mrs. Havana Berry – Registration
Mrs. Michelle McCline- North Main
Mrs. Constance Burroughs - PHS
Ms. Katrina Warren - PHS
Ms. Tatiana Cunningham- South Main

Chairperson- Mrs. Ada R. Barlatt
Members

Mrs. Carol Reynolds - Central Office
Mr. Lapell Chapman- South Main/PAA
Mrs. Karan Farkas - Special Education
Ms. Christine Teeny - Middle School
Ms. Allison Cordivari - Leeds Avenue
Ms. Patricia Logan - Parent Representative
Mrs. Carmen Torres – Parent Liaison
Mrs. Christina Favre- Washington Avenue
Ms. Josephine Troy - PHS
Ms. Cynthia McClendon – PHS
Mrs. Nanette Stuart-Pitts - District

Pleasantville’s DEAC meets once a month or as needed to discuss DOE/school/district issues and updates.

Next meeting is always announced before the end of a meeting or is listed on the Agenda.

Four Practical Tips for a Successful DEAC

1. Read all information, set agendas ahead of time and share them with members before the meeting.

2. Develop a decision-making process.
3. Decide when decisions are recommendations and when they are binding.
4. Create a handbook of decisions by stakeholders. Check the DEAC page for information and updates for the DOE.

Questions and Answers for further understanding

DEAC "**District Evaluation Advisory Committee**" means a group created to oversee and guide the planning and implementation of the district board of education's evaluation policies and procedures as set forth in (N.J.A.C. 6A:10-2.3)

Question: Are DEACs required?

Answer: Yes, since August 2012, when the **TEACHNJ Act was signed into Law**. DEAC (District Evaluation Advisory Committee) **became a requirement for all school districts** and are currently stipulated by regulation as follows:

Each district board of education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

- 1. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the school district board of education's evaluation policies and procedures 6A:10-2.2 (a)***

This requirement was a result of the strong recommendation of New Jersey's evaluation pilot districts who found this group invaluable in the implementation of a new evaluation system.

Who sits on the DEAC?

By law, the committee is composed of at least:

- Superintendent
- **A special education administrator**- A parent
- A member of the district board of education
- One or more central office administrators overseeing the teacher evaluation process
- One or more administrators conducting evaluation
- Representatives of the teachers from each school level in the district
- Representative from the local unions.

District should consider expanding this minimum requirement to include more teachers and other educators whose engagement in the initiative is important to its success, e.g. teacher

leaders, association representatives, other teaching staff members such as school counselors, etc.

- **DEAC Responsibilities under the TEACHNJ Act includes:**

- Ensuring that evaluation procedures are implemented;
- Ensuring that procedures for Corrective Action Plans are implemented;
- Identifying PD opportunities for staff members; and
- Overseeing the mentorship of new teachers at the building level
- Each district convenes a District Evaluation Advisory Committee to discuss challenges and opportunities and to provide feedback about program development, evaluation procedure and implementation.
- Individuals representing important stakeholders in the evaluation system and school community.

Who is responsible for the DEAC and which decisions does it make?

The superintendent is ultimately responsible for the information and operation of the DEAC. The superintendent must decide how to use the advice provided by this committee and which DEAC decisions will be binding. This must be clearly communicated by the superintendent and understood by all members of the district.

What are the benefits of an effective DEAC?

A DEAC with its broad-based and diverse membership, is instrumental in keeping all stakeholders informed throughout the evaluation process. Through this committee, teachers and administrators work closely together to problem solve and make recommendations. This process increases the transparency of the evaluation process and buy-in from staff.

Based on the timeline established in the TEACHNJ law, AchieveNJ is being implemented statewide in the 2013–14 school year. (see Timeline from the DOE)

The [AchieveNJ Professional Development and Support Overview](#) describes several opportunities for enhanced educator support through new evaluations:

Each school is required to convene a School Improvement Panel (ScIP) that includes the principal, an assistant/vice principal, and at least one teacher.

The charge of the School Improvement Panel (ScIP) is but not limited to:

- Ensure the effectiveness of the school's teachers.
- Specific duties are as follows:
 - Oversee mentoring of new teachers

- Help teachers understand the evaluation process
- Identify professional development opportunities in collaboration with the principal.
- SciPs are part of the school level Professional Development Planning
- **Professional Development Hours changes from 100 hours within five years to now 20 hours a year. Teachers cannot carry hours over to the next year. (see law)**

SciP Ensuring Academic Growth

- Review school-level evaluation data (e.g. Student Growth Objectives (SGOs) and median Student Growth Percentiles (SGPs)) and reporting findings and trends to the District Evaluation Advisory Committee (DEAC) and district administration in order to inform district goals; and
- Examine samples of SGOs for rigor and suggesting approaches for further strengthening the goals.

What is the relationship between the DEAC and a SciP?

A School Improvement Panel, or SciP, oversees the implementation of educator evaluator at the school level. At the minimum, the SciP ensures that evaluation procedures and mentoring process are implemented, appropriate professional development is provided and corrective action plan (CAP) is implemented.

How the SciP collects information to inform its decisions must be decided by each district.

Members of the SciP inspect aggregated teacher observation data and SGO quality.

Not only will this be useful at the school level, the DEAC may be able to discern district-wide patterns with information from each SciP.

By identifying PD opportunities, the SciP and DEAC can work together to provide a consistent message across the district. SciPs may collect from staff at each school questions which are then answered by the DEAC and published in a central location, such as the district website.

The DEAC since its inception has made available state information, district policy communication and other decisions to schools via each DEAC/ SciP member and principals.

To ensure effective two-way communication between SciPs and DEACs, principals should consider having at least one SciP member from each school also sit on the DEAC.

AchieveNJ will provide a month by month list of sample activities for both committees.

- **Beginning in 2017-2018, the District Evaluation Advisory Committees (DEAC) shall no longer be required** and district boards of education shall have the discretion to continue the District Evaluation Advisory Committee. (6A:10-2.3 c.)
- **As of SY15-16, teachers serving on SciPs must have earned a rating of Effective or Highly Effective in the most recent evaluation.**

(See – sample Agenda Items below)

Possible Agenda Items for December/January (2013/2014) DEAC Meetings

1) Review the role of the DEAC

Reflect on structure, decision making process, and communication strategies of the DEAC.

2) Reflect on the SGO-setting process

Discuss strengths and areas for improvement in the districts' efforts in setting SGOs. Identify improvements to the process for next year.

3) Assess SGO Quality

Discuss approaches to monitoring quality of SGOs. Consider use of [SGO Quality Rating Rubric](#).

4) Analyze Observation Process and Patterns

Discuss process of observations, emerging patterns of teacher practice, and identify themes for possible PD work.

5) Discuss FAQs

Update district website FAQ with answers to this month's questions from staff.

=====

AchieveNJ: Student Growth Objectives in 2013-14

What Are Student Growth Objectives (SGOs)?

Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under AchieveNJ, each teacher sets SGOs with input and approval from his or her principal or supervisor at the start of the year. 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 SGOs are met by the teachers in their school. SGOs should be developed using available student data and created to be ambitious but achievable.

SGO Requirements

Teachers may set goals for all of their students or for specific subgroups of students, such as students with disabilities, English language learners, or those performing below proficiency. The goals may be based on a comprehensive set of academic standards or one or more specific standards.

The number of required SGOs varies depending upon the grade(s) and subject area(s) taught:

Teachers of grades and subjects that are tested on the NJ ASK must create one or two SGOs.

Teachers of non-tested grades and subjects must create two SGOs.

Forms for Setting, Assessing, and Scoring Student Growth Objectives

The following forms may be used to set, assess and score SGOs, and evaluate the assessments that you use when setting your growth objectives. Microsoft Word versions of these forms and fillable **PDFs are available on the [AchieveNJ website on the SGO page](#).**

- 1.1 Pre-approval for School-based Assessments
- 1.2 Standards Alignment and Coverage Check
- 1.3 Assessment Rigor Analysis and Depth of Knowledge
- 1.4 Approval Checklist for School-based Assessments
- 2.1 Identify and Approve Starting Points
- 3.1 Student Growth Objective Form (Simple)
- 3.2 Student Growth Objective Form (Tiered)
- 4.1 Mid-course Check In

=====

School and District Professional Development Planning

School and District level professional development committees have been eliminated as a requirement of the *Governor's 2012 Education Transformation Task Force Report*.

- There will no longer be external reviews at the county level.
- The district plan will now include school leaders, teachers, and educational services personnel, assuring that the professional development needs of all professional staff are addressed.
- TEACHNJ Act requires that a School Improvement Panel (ScIP) be established at each school, comprised of the principal, the assistant principal or vice principal, and at least one teacher.
 - The ScIP will oversee implementation of the mentoring plan and identify professional learning opportunities for teachers, in addition to overseeing evaluations at the school level.

School-Level Professional Development Planning as per DOE June 2013

Year	Who Creates the Plan?	Who Implements the Plan?	Who Approves the Plan?	Additional Information
------	-----------------------	--------------------------	------------------------	------------------------

SY 12-13 Planning Completed	School Professional Development Committee (SPDC)	Principal with assistance from SPDC	Superintendent reviews school plans and adds related narrative to district plan. District board of education approves fiscal aspect of the plan	School-level summarized/shared with Local Professional Development Committee (LPDC) to inform creation of district-level plan
SY 13-14	SPDC with input from ScIP	Principal with assistance from ScIP	Superintendent reviews school plans and adds related narrative to district plan. District board of education approves fiscal aspect of plan	School-level plans summarized/shared with superintendent and considered in development of district-level plan.
Subsequent Years	Principal in consultation with ScIP/other staff members	Principal with assistance from ScIP	Superintendent reviews school level plans and adds related narrative to district plan. District board of education approves fiscal aspect of plan	Principal has flexibility to: <ul style="list-style-type: none"> (1) Use ScIP in place of former SPDC; (2) Maintain SPDC to support ScIP or (3) Maintain SPDC and appoint qualified member(s) to serve on ScIP.

District-Level Professional Development Planning as per DOE June 2013

Year	Who Creates the Plan?	Who Implements the Plan?	Who Approves the Plan?	Additional Information
SY 12-13 Planning Completed	LPDC	Superintendent with assistance from LPDC	District board of education approves fiscal aspects of plan	District-level plans reviewed by county PD board, returned to district for approval by

				local board, filed with county.
SY 2013-14	LPDC	Superintendent with assistance from other staff/in collaboration with SciP at school level	District board of education approves fiscal aspects of plan	<p>Superintendent have flexibility to:</p> <ul style="list-style-type: none"> (1) Maintain LPDC; (2) Re-purpose District Evaluation Advisory Committee (DEAC) or (3) District-level plans held in district; local board approves financial elements
Subsequent Years	Superintendent in consultation with other staff	Superintendent with assistance from other staff/in collaboration with the SciP at school level	District Board of Education approves fiscal aspects of plan.	<p>Superintendents have flexibility to</p> <ul style="list-style-type: none"> (1) Maintain LPDC (2) Re-purpose DEAC; or (3) Create new structures to oversee PD at district level. <p>District –level plans expanded to address school leaders.</p>

Professional Development - New Vocabulary

- **SPDC:** (School Professional Development Committee) creates 2013-2014 building plan with input from SciP; principal has flexibility to continue SPDC in subsequent years
- **LPDC:** (District Professional Development Committee) creates 2013-2014 district plan; superintendent has flexibility to maintain LPDC in subsequent years
- **DEAC:** not required to convene effective 2014-2015; superintendent has flexibility to maintain
- District and buildings -Expand mentoring support

Individual Professional Development Plans, Corrective Action Plans MUST be created by principals/administrator as necessary

Planning Tools

For SY13-14 professional development plans, district should be using the school and district plan templates available at <http://www.state.nj.us/education/profdev/pd/teacher> . In September 2013, new model school and district plan templates for SY14-15 and subsequent years will be shared with district.

What should every educator know about the TEACHNJ Act and AchieveNJ?

AchieveNJ: Teach. Lead. Grow.

AchieveNJ website is a valuable source of information and guidance

AchieveNJ and TEACHNJ

Question: How are AchieveNJ and TEACHNJ related?

Answer: The [TEACHNJ Act](#) is the tenure reform law that was enacted in August 2012. This law defines certain requirements and structures for the new evaluation system in New Jersey, and requires that tenure decisions be linked to evaluation outcomes AchieveNJ provides the details and support structures necessary to allow districts to implement the law effectively.

Improving Educator Evaluation in the State of New Jersey

Updates

- [New Administrator Training Workshop \(SGOs and SGPs\)](#)
- [Summer 2014 Evaluation Data Collection Memo \(1-7-14\)](#)
- [AchieveNJ Updates \(12-17-13\): DEAC Resources, Principal Evaluation, SGO Adjustment, AchieveNJ Advisory Committee](#)
- [Guidance and Support Information for DEACs](#)
- [Assessing and Adjusting SGO quality](#)
- [Final EPAC Report \(2011-2013\)](#)
- [Guidance Materials to Support Individual Professional Development Planning and Implementation](#)

The effort to improve educator evaluation in New Jersey has been a top priority since the Educator Effectiveness Task Force (EETF) was convened in 2010 and released its [recommendations](#) in 2011. Woven into the fabric of this initiative is the need to strike a balance between two important drivers: a sense of urgency to make changes that will benefit students and educators, and a strong desire to proceed thoughtfully and to incorporate feedback from New Jersey educators along the way

Aspects of evaluation shall continue to be mandatory subjects of negotiations if they are not superseded by statute or regulation.

Regulations and Evaluation Policy for SY13-14

On February 6, 2013, the State Board of Education adopted the first round of regulations related to TEACHNJ Act passed in August of 2012. These regulations established the initial implementation requirements necessary to prepare for SY13-14 implementation of statewide evaluation systems and provided general guidelines for evaluation. On March 6, 2013, the Department proposed additional regulations providing rules for educator evaluation as outlined in TEACHNJ.

These regulations provide detailed information about requirements for statewide implementation of new evaluations in SY13-14. Please visit the website at <http://www.state.nj.us/education/AchieveNJ> for a variety of resources explaining full details about this work, including a complete listing of the forthcoming communications and support materials that will be made available to New Jersey educators.

FAQ and Contact Information

For more information about this law and implications for evaluation, please:
Refer to the full law at http://www.njleg.state.nj.us/2012/Bills/PL12/26_.PDF;
View FAQ at http://www.state.nj.us/education/genfo/faq/faq_eval.htm#tenure,

The proposed regulations – which covers teaching staff members, including certificated staff ranging from teachers and principals to school nurses and athletic trainers – detail how the **TEACH-NJ law will be carried out.**

Deadline Requirement

Oct. 31, 2012 School boards must create a District Evaluation Advisory Committee, which will oversee the implementation of the district's evaluation policies and procedures. The advisory committee will consist of teachers from each school level in the district, central office administrators overseeing the teacher evaluation process, and administrators conducting evaluations. The committee must include the superintendent; a special education administrator; a parent; and a member of the district board of education. At the discretion of the superintendent, membership on the committee may include representatives of other

groups.

School boards must begin testing the education evaluation rubrics they have adopted for teachers, various levels of principals, and other categories of teaching staff members.

Jan. 31,
2013 Evaluation rubrics must, at a minimum, include a four tiered rating of ineffective, partially effective, effective, and highly effective; and the evaluations must include multiple measures of student learning assessing growth over time. The educator evaluation instruments selected and implemented by the school board must be approved by the state.

School boards must establish School Improvement Panels in each school to ensure the effectiveness of the school's teachers. The panels – comprised of the principal or designee, an assistant/vice principal and a teacher – will oversee teacher mentoring, conduct teacher evaluations, and identify professional development opportunities. **The teacher on the panel will not take part in evaluations except with the approval of the majority representative.**

July 1, 2013 School boards must complete training for all teaching staff so the staff has a good understanding of the new evaluation system before its implementation in the 2013-14 school year. Other stakeholders may be trained at the superintendent's discretion.

Aug. 31,
2013 Training for the personnel who will be observing teaching practices should be completed.

Tenure Decisions

Prior to the TEACHNJ Act, New Jersey had the oldest tenure law in the country, dating back to 1909. The new law reforms the prior tenure law by linking teacher, principal, AP and VP tenure decisions to effectiveness, and streamlining the tenure arbitration process for all staff members.

Tenure Acquisition

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

That includes:

- **Teacher,**
- **Principal**
- **Assistant principal (AP)/vice-principal (VP),**
- **Assistant superintendent,**
- **All school nurses including school nurse supervisors, head school nurses, chief**
- **School nurses, school nurse coordinators, and any other nurse performing school**

- Nursing services,
- School athletic trainer, and
- Other employees required to hold appropriate certificates issued by the board of examiners.

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

Four consecutive calendar years (e.g. staff member starts mid-year on October 1, 2012 and continues employment through October 1, 2016); or The equivalent of more than four academic years within a period of any five consecutive academic years (e.g. staff member starts the first day of the 2012-2013 school year, takes 2 months of leave, and works more than 2 months into the 2016-2017 school year).

In addition, for teachers, principals, APs, and VPs, TEACHNJ - links the earning and keeping of tenure to the results of the employee's annual summative evaluation. The charts below depict the new four-year timelines.

Teacher Tenure Acquisition Timeline

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Participate in district mentoring program. • Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition 	<ul style="list-style-type: none"> • To earn tenure, a teacher must receive an Effective or Highly Effective rating on the annual summative evaluation in at least two of these three years. • The teacher must also be employed in the district for four years. 		

Principal Assistant Principal and Vice Principals Acquisition Timeline

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> • Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition 	<ul style="list-style-type: none"> • To earn tenure, a Principal, VP/AP must receive an Effective or Highly Effective rating on the annual summative evaluation in both of these two years. 		<ul style="list-style-type: none"> • The Principal, VP/AP must also be employed in the district for four years.

Tenure Revocation

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

For more information see the AchieveNJ TEACHNJ Act for items like:.

- [AchieveNJ Home](#)
 - [Introduction to AchieveNJ](#)
 - [Why Change?](#) [How is AchieveNJ Different?](#) [What is the Timeline for Change?](#) [AchieveNJ and TEACHNJ FAQ](#) [AchieveNJ for Teachers](#)
 - [Overview](#) [Teacher Practice Instruments](#) [Student Growth Objectives](#) [SGO Training Modules](#) [Student Growth Percentiles](#) [FAQ](#) [AchieveNJ for Principals/APs/VPs](#)
 - [Overview](#) [Principal Practice Instruments](#) [Leadership Instrument](#) [Student Achievement Measures](#) [FAQ](#) [AchieveNJ for Specialists/Directors/Other Staff](#)
 - [Overview](#) [DEAC Corner](#)
 - [Additional Resources](#)
 - [Communications Materials](#) [Memos, Reports, Research](#) [Approved Evaluation Instruments and RFQ Information](#) [Evaluation Scoring](#) [General Resources for Evaluation](#) [FAQ](#) [In the News](#) [Upcoming Forums](#)
- [and Events](#) [AchieveNJ](#) [Advisory Committee](#)

How does the new tenure law affect teacher evaluation?

The tenure law signed by Gov. Chris Christie in August makes important changes to the teacher evaluation system in New Jersey.

Several components of the law will be familiar to NJEA members. This includes requirements for formal observations as part of the evaluation process, post-conferences, and professional development plans (PDPs). Currently, districts also have the option of conducting informal observations –often called walk throughs or power walks--in any classroom. This option will still be available to districts. However, informal observations are not specifically included in the law as part of the evaluation process.

There are several components of the evaluation process that will be *new* to most educators.

1. **All evaluations shall have four ratings:** “Highly Effective,” “Effective,” “Partially Effective,” and “Ineffective.” (Highly Proficient, Proficient, Basic and Unsatisfactory) This may be a departure from the current rating in your district of “Satisfactory,” “Needs Improvement,” or “Unsatisfactory.”

{Ineffective/Unsatisfactory, Partially Effective/Satisfactory, Effective/Proficient, Highly Effective/Highly Proficient}

2. The law also requires a **“Corrective Action Plan”** for teachers rated as “Partially Effective” or “Ineffective.” The plan shall be developed by the teacher and the teacher’s supervisor, and must include timelines and list the responsibilities of the district.
3. Each school will have a **School Improvement Panel** consisting of the principal or designee, an assistant or vice principal, and a teacher (selected in consultation with the local association). The panel will oversee mentoring for new teachers, and identify professional development opportunities. Supervisors on the panel will also conduct evaluations, including mid-year evaluations for teachers rated “partially effective” or “ineffective.” The teacher on the panel **will not** evaluate teachers.
4. All evaluations **must include multiple measures of teacher practice and multiple measures of student progress.**

- Districts must use an evaluation instrument that is based on the professional standards for the individual’s job description. **Performance measures in the rubric must be linked to student achievement. Districts must submit their evaluation instrument to the commissioner of education annually for approval.**
- Measures of pupil progress cannot rely exclusively on a single standardized test score. Standardized assessments shall not be the predominant factor in the overall evaluation of the teacher.

Other Growth and Development Systems

- *In addition to mandating the implementation of more robust evaluation systems, the law also increases other support and development provided to all teaching staff members.*

Mentoring

- **During their first year of teaching, all novice teachers will be paired with an experienced teacher to serve as a mentor. Mentors are expected to observe the novice teacher and share feedback, model strong practice, and provide confidential support and guidance.** During this first year of mentoring, novice teachers will receive an evaluation, but evaluation results will not be linked to tenure decisions.
- **To the greatest extent possible, mentoring activities should be developed in consultation with the School Improvement Panel.** Such activities should be responsive to the unique needs of different teachers in different instructional settings as identified by evaluation structures.

Ongoing Professional Development (PD) / Individual PD Plans

- Above and beyond the targeted feedback received through the new evaluation system, all teaching staff members will receive ongoing professional development (PD), and an individual PD plan, to support student achievement. Like mentoring, professional development activities should, where possible, be developed in consultation with the

School Improvement Panel, to ensure that the results of evaluation inform instructional development.

- **Corrective Action Plan (CAP)**
- Any teaching staff member who is rated Ineffective or Partially Effective on their evaluation will receive additional support through a Corrective Action Plan (CAP). 3
- The teaching staff member will work with their administrator to create a plan of professional development that is designed to correct the needs identified in their evaluation. The CAP will include timelines for corrective action, and clearly delineate responsibilities of the teaching staff member versus the district in implementing the plan.

NJEA on New evaluation program timeline changes; Get involved in choosing model to be used

One thing is clear, however. The New Jersey Department of Education (NJDOE) is planning for statewide implementation of a new teacher evaluation system next September. That means every school in every district.

This is not going away. You need to get the facts. So, if you are a certificated staff member at a New Jersey public school, read on.

Key points:

- **March 2012 - The evaluation pilot is being expanded to include up to 30 more school districts next school year.** The NJDOE will release full details of the pilot and application process in March 2012.
- **Every other school district** will have **the option to pilot** the new evaluation program in some or all of its schools **in 2012-13 (using Title I, Title IIA, surplus, or other funds) or RTTT3 funds if eligible to receive.**
- **EVERY SCHOOL DISTRICT** will be required to **fully implement** a new evaluation framework and the new formula **in 2013-14 and** prepare by **completing these tasks during** the **2012-13** school year:
 - o **By November 2012 – Form a District Advisory Committee** to ensure stakeholder engagement in selecting a framework and providing feedback on its implementation.
 - o **By January 2013 – Adopt a new standards- and research-based framework and rubric to evaluate “teacher practice.”** Originally, all districts were told to budget for implementing a new evaluation system in some of their schools starting September 2012. *(NJDOE might offer a waiver to districts that show their current or newly developed frameworks meet the criteria.)*
 - o **January through August 2013 – Test and refine the observation frameworks and rubrics,** including using them for informal observation, soliciting feedback from teachers and other

stakeholders how the tool can best inform professional growth, and collaborating with neighboring districts around implementing and training. *(NJEA will work to convince the NJDOE that evaluator and teacher training should come first.)*

- o **June 2013 – Deadline for “thorough training” of teachers** on teacher practice framework.
- o **August 2013 – Deadline for “thorough training” of administrators** on teacher practice framework.
- o **September 2013** – Start of full implementation of new evaluation system.

What locals should do:

- 1. Reach out to your chief school administrator. Ensure association representatives are appointed to the District Evaluation Advisory Committee by the association** and are involved in selecting the teacher practice evaluation framework/rubrics and participate in discussing other essential areas to ensure a comprehensive fair model.
- 2. Use the attached “Questions to ask about teacher evaluation framework models/rubrics” as a starting point for reviewing the models.** An article including such questions appears in the March 2012 *NJEA Review*. While no framework is perfect, the Charlotte Danielson model has been used the longest, most encourages collaborative professional development and support, requires narrative be used as part of the evaluation, and focuses on a positive approach in enhancing and supporting teaching and learning.
- 3. Urge your district to provide for extensive discussion and comparable training** for both teachers and administrators prior to implementation of any new framework/rubrics.
- 4. Remember that evaluation criteria are not negotiable.** While collaboration and stakeholder involvement in the process are preferred to emulate what should occur in the evaluative process, we can only use NJDOE documents and goodwill efforts to promote an open dialogue and joint decision-making in selecting an evaluation model and rubrics.
- 5. Review and uphold evaluation procedures in current contracts.**
- 6. Establish a local association Staff Evaluation Committee** to collect information regarding evaluation implementation to ensure that the framework is being applied equitably and uniformly, to track whether high quality training is being provided to both administrators and teachers, to identify challenges as well as positive approaches in the process.
- 7. Work closely with your NJEA UniServ representative and stay alert to changes that may be proposed in regulations, legislation, shifts in timelines, and other evaluation-related developments.** There have been no statutory or regulatory changes to date with respect to evaluation. We will work with you to determine whether any additional evaluation-related procedures can and should be bargained.
- 8. Continue to promote NJEA’s pro-education reform agenda** – including positive approaches to teacher evaluation.

**Pleasantville School District answering
the DOE’s question –**

Are Pleasantville School District Ducks in A Row? Answer- YES

Pleasantville can attest that the following are in place:

- Pleasantville DEAC selected the **Charlotte Danielson Framework for Teaching** with Teachscape as the management tool as per guideline from the DOE. Principals/Assistant Principal's evaluation is the **Multidimensional Principal Performance Rubric**.
- DEAC meets at least once a month.
- Training for teachers and administrators were completed. New teachers are also trained. Teacher received the initial training on using Teachscape.
- Implementation of the Evaluation Instrument has started in 2013-2014 SY.
- **Instead of 3 short observations as recommended by the state, Pleasantville is doing 1 long and 2 short observation for tenured teachers.**
- ***Understand State Rubric for Teachers Practice (Evaluation)***
- Every school in the district has a SCIP Committee and understands the responsibilities.
- All teachers have submitted SGOs for scoring to principals.
- 2013-2014 is the first year of implementation of the Evaluation Instruments, pursuant to State law.
- ***February 15, 2014 – SGOs will be revisited with your principal to make necessary changes.***
- ***Know the five requirements of Professional Development (page 29 of this document)***
- **Is aware that:**
 - **Beginning in 2017-2018, the District Evaluation Advisory Committees (DEAC) shall no longer be required** and district boards of education shall have the discretion to continue the District Evaluation Advisory Committee. (6A:10-2.3 c.)
 - **As of SY15-16, teachers serving on SCIPs must have earned a rating of Effective or Highly Effective in the most recent evaluation**
 - Starting in 2014-2015 SGOs must be submitted on October 15.
 - **School and District Level Professional Development Committees have been eliminated as a requirement of the Governor's 2012 Education Transformation Task Force Report replaced with SPDC: (School Professional Development Committee), **LPDC:** (District Professional Development Committee). (see changes on pages 9 &10 of this document).**
 - Understanding of N.J.A.C. 6A:10 - Educators Effectiveness and the New Tenure Laws.

**Pleasantville School District Implementation of the Danielson Model
2013-2014 – Implementation of the research-based Danielson Framework for
Teaching using Teachscape instrument.**

All teachers and administrators :

Understanding the Common Language

(1) Evaluation Instrument has **4 Domains:**

- 1. Planning and Preparation
- 2. Classroom Environment
- 3. Instruction
- 4. Professional Responsibilities

(2) **Elements and Indicators:** additional factors which serve to further define the component

(3) **Critical Attributes:** specific observable teacher and/or student behaviors or actions.

1. Question: What are the requirements for selecting evaluation instruments?

Answer: Teacher (and principal) practice evaluation instruments must be approved by the New Jersey Department of Education. The Request for Qualifications (RFQ) process for state approval of teacher and principal practice evaluation instruments is complete for 2012, and the [State-Approved Teacher and Principal Practice Evaluation Instruments Lists](#) have been posted. We recognize that districts may wish to change selected instruments in the future as new and updated instruments become available. New RFQ processes will be communicated directly to districts. Districts will have the opportunity to share information about instrument changes through annual evaluation reporting procedures.

2. Question: Will the Pleasantville Public School District require any additional observations above the minimum required by the State for tenured and non-tenured teachers?

Answer: The District is adhering to the state’s recommendation/requirement regarding the number of observations for non-tenured teachers both years 1-2 and 3-4; however, for tenured teachers. Pleasantville School District, however has decided to move from 3 short observations to 1 long and 1 short for tenured teachers.

Multiple observers are recommended for tenured teachers. (at least one than one person observe teacher at the same time.)

Non-Tenured	Years 1–2 3 (2 long, 1 short) Years 3-4 3 (1 long, 2 short)	Required
Tenured	2 (1 long, 1 short) <i>Pleasantville</i>	Required
Tenured	3 (short) <i>state</i>	Recommended

3. **Question: What is the difference between a formal and informal observation?**

Answer: A formal observation is an announced classroom observation that is defined by and includes the following (1) A pre-and post – observation conference, (2) an observation that last for 40 minutes, **{long observation}** (3) **written feedback based on the evidence collected in relation to the Framework for Teaching**

An informal observation is an unannounced classroom observation that is defined by and includes the following: post conference feedback. Evidence is collected **only on Domain 2** (Classroom Environment, and **Domain 3** (Instruction) of the Framework for Teaching. **Short observations: 20 minutes, with a post-conference.**

4. **Question: What is a pre-observation conference?**

Answer: A pre-observation conference occurs prior to a formal observation. It provides an opportunity for the teacher and the principal/observer to discuss lesson preparation and instructional planning in advance of the observation.

5. **Question: What is a post-observation conference?**

Answer: A post-observation conference occurs following an **announced and unannounced** observation. It provides an opportunity for the teacher and the principal to reflect on the lesson observed. Teacher has the opportunity to answer/discuss the following? Did the students learn what I intended? Were my instructional goals met? How do I know they were met? To what extent were students productively engaged during my lesson? How well did I differentiate the instruction given the range of student in my class? Did I alter my goals or instructional plans as I taught the lesson, if so why? If I were to teach this lesson again, what might I do differently?

6. **Question: Will the Framework for Teaching be used for all teachers?**

Answer: Yes, the Framework for Teaching will be the basis for observations **for all** classroom teachers. The framework provides a common language for instruction across content areas and disciplines. Guidance documents—accompanied by training—will be provided to support evaluators in understanding what good instruction looks like across the range of Pleasantville School District classrooms.

7. **Question: Will the Framework for Teaching be used for non-classroom teachers?**

Answer: Additional, discipline specific framework is developed for non-classroom teachers, including (but not limited to): school counselors, clinicians, librarians and individuals currently serving in a coaching capacity. These frameworks will be used to observe practice and provide evidence-based feedback.

8. **Question: How is evidence collected on Domain 4: Professional Responsibilities?**

Answer: Year Long. Domain 4 defines a teachers' role outside classroom, including professional growth, and contributions made to school, district, and profession. **Evidence for Domain 4** may be collected by teacher and/or evaluator throughout the school year and submitted in a portfolio of evidence. This body of evidence should demonstrate through interactions with colleagues, families, and the broader school community. All information/artifacts will be included in the **Summative Report of the teacher in April or May**

9. Question: How is evidence collected and stored?

Answer: You are strongly encouraged to collect as many artifacts as possible in digital format to facilitate the assembly of an electronic presentation portfolio. Always refer to the Danielson Text- *Enhancing Professional Practice: A Framework for Teaching*.

10. Question: (a) What is the time allotted for Short observations

Answer: Short Observation is 20 minutes, observing Domain 2 & 3 with a post-conference

Question: (b) What is the time and process allotted for Long observation?

Answer: Long observation starts with a Pre-conference form completed by teacher and submitted to observer for comments, pre-conference meeting, 40 minutes observation, teacher completing the reflection sheet (Domain 4a) for discussion at the post-conference.

11. Question: (c) What is the time allotted for non-tenured teachers?

Answer- Year 1-2 - 2 Long observations for non-tenured teachers must have a pre-conference and post conference and is 40 minutes long. If the observer requires an additional observation, it does not require pre-conferences but must have a post conference). Must have 1 short observation. Principal completes the Summative Evaluation after the 3rd observation - this replaces E2 & E3.

Year 3-4 - 1 Long observation for non-tenured teachers must have a pre-conference, 40 minutes observation and a post-conference, (beyond the minimum requirements, does not require pre-conferences). Must have 2 short observations. (observing Domains 2, 3 and 4a) Principal completes the Summative Evaluation after 3rd observation - this replaces E2 & E3)

12. Question: What about Announced vs. Unannounced?

Answer: Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.

13. State Rubric for Teachers Practice (Evaluation)

Tested Grades and Subject Teachers

45% Student Achievement = 30% Student Growth Percentile (SGP) NJASK scores, 15% Student Growth Objectives (SGO)

55% Teacher Practice – Classroom Observation

Non-Tested Grades

15% Student Achievement, based on SGO from two measures that teachers set with the approval of their principal.

85% Teacher Practice overall classroom observations (Pre-K-Grade 3)

14. Question: When should the Performance Evaluation Summative Form be completed yearly?

Answer: – This will be completed by the principal in April or May. It will incorporate the three observations, averages of all four domains, artifacts from teacher information from pre-conference, items discussed after walkthroughs, and teacher input into the final document. A narrative section must be included regarding strengths and/or concerns in one or more of the

four domains of Planning and Preparation (1), Classroom Environment (2), Instruction (3) and Personal & Professional Responsibilities (4).

15. **Question: Will teachers/administrators on Correction Plan as dictated by the DOE have additional observations in addition to the minimum of three which are required?**

Answer: *The Corrective Action Plan outlines minimum with regards to observation and walk-throughs; therefore, observer may choose to increase the number of long, short as necessary*

16. **Question: Has the District decided on a fourth observation for tenured teachers on Corrective Action Plan (CAP)?**

Answer: The fourth if long observation will be announced; at least 1 short observation will be announced also this is at the discretion of the administration.

17. **Question:** What is the purpose of SGOs?

Answer: *SGOs are long-term academic goals that are set to measure what students have learned between two points. There are several ways that one can demonstrate this for the purpose of SGOs.*

- *Knowing how much your students know about the subject you are about to teach, and/or how ready they are to learn in your class, allows you to determine an appropriate **learning goal that is ambitious and achievable.***

This helps you:

- *Measure a student's acquisition of knowledge or skill from a particular starting point or readiness level;*
- *Assess the development of a student's portfolio indicating a change in skill or knowledge over a period of time;*
- *Measure the difference in student performance on pre- and post-tests; and/or*
- *Use some combination of the above. (for more information see **Student Growth Objectives SGO in AchieveNJ**)*

18. **Question: What is the process of submitting and monitoring the SGOs?**

Answer: *Teachers must have submitted SGOs to principal on November 15, 2013. Next year and beyond SGOs must be submitted October 15, 2014. Teachers will develop the SGOs and work with their principals to determine the rigor necessary for increased student achievement. Principals and teachers will sign-off on individual SGOs and provide support and guidance. Pleasantville had decided that every teacher submitted two SGOs.*

19. **Question: What will happen to the SGOs submitted to principals?**

Answer: Principal will score the SGOs using the state rubric, give feedback, submit information to DEAC and the district will post all SGO scores, evaluation scoring in NJSMART or Teachscape. State will calculate the final score which will include SGPs for teachers in testing grades (grades 4-8). (State has a rubric for scoring SGOs)

20. Question: In a high school classroom with both a regular education and a special education teacher who will own the SGP?

Answer: *Both teachers will own the SGOs. Certificated teachers of the handicapped, grades 6-12 that do not have content area certification will be scheduled into inclusion content classrooms, or self-contained classrooms.*

21. Question: What does SGP mean?

Answer: *A student growth percentile (abbreviated SGP) measures how much a student's performance has improved from one year to the next relative to his or her academic peers: other students statewide with similar NJ test scores in prior years. The calculation answers the question, "Among other students with similar NJ test score histories in previous years, what is the range of scores attained this year?" The model then uses the answer to determine whether a student grew at a faster or slower rate than the students' peers, or at a similar rate.*

Each student's rate of change is compared to other students with a similar test score history ("academic peers")

The rate of change is expressed as a percentile.

How much did John improve in mathematics from 5th grade to 6th grade, relative to his academic peers?

If John improved more than 65 percent of his academic peers, then his student growth percentile would be 65. (for more explanation see AchieveNJ)

22. Question: In an elementary and middle school in-class support or an inclusion classroom with a content area or general education teacher, who would own the SGP?

Answer: *Both teachers will own the SGOs and SGPs. Both teachers own all students. Certificated teachers of the handicapped, grades 6-12 that do not have content area certification will be scheduled into inclusion content classrooms or self-contained classrooms.*

23. Question: In a secondary content area teacher classroom with ELL support teacher, who would own the SGP?

Answer: *Both teachers will own the SGOs.*

24. Question: In elementary classroom with ELL support teacher, who would own the SGP?

Answer: *Both teachers will own the SGOs and SGPs.*

25. Question: Is there a rubric for Assessing and Adjusting Students Growth Objects (SGOs) from teachers:

Answer: *Yes – see AchieveNJ Assessing and Adjusting SGOs*

26. Question: What is the decision regarding long and/or short observation being preceded with a pre-conference?

Answer: *(see suggestion by Teachscape Template below)*

27. Question: Should every educator have a SMART Goal?

Answer: Yes, that includes principals and teacher.

28. Question: What information should I include in my Annual Performance Document

Answer: Possible question for you to answer

What goals did I set for myself in each domain?

What Did I do to reach these goals?

What results can you produce based on the evidence you have collected?

What did you learn about your teaching?

What specific results did you see in student achievement?

What activities did you participate in that involved school improvement, increased parent involvement, professional development?

What do you want to focus on most intensely next year to improve your own professional development?

About Staff Evaluation Submission

Beginning in 2010, with New Jersey's acceptance of moneys under the American Reinvestment and Recovery Act (ARRA), the New Jersey Department of Education (NJDOE) has been required to collect and report the percentage of each school's educators that have been rated as 'Acceptable' or 'Not Acceptable' according to the district's then existing policies and procedures. For the past three years, school districts have uploaded this data into NJ SMART as part of their NJ SMART Staff Submission.

As districts implement AchieveNJ for the first time in 2013-2014, NJ SMART is preparing for a modified data collection to capture the multiple measures of educator practice and student growth that are aligned to AchieveNJ. In July 2014, we will conduct a separate Staff Evaluation Submission through NJ SMART and subsequently will **unset** the evaluation data elements that are part of other NJ SMART submissions.

Key Dates

Remember that all submission data is erased at the close of Practice Periods or Local Data Mart deadlines in preparation for the Official Submission. Save a copy of your practice files.

- **June 2, 2014:** Open: Staff Evaluation Submission Practice Period
- **June 30, 2014:** Close: Staff Evaluation Submission Practice Period
- **July 7, 2014:** Open: Official Staff Evaluation Submission
- **August 4, 2014:** Deadline: Official Staff Evaluation Submission

New vocabulary from the DOE

Professional Development (PD) - The process, plan or system created by the organization to facilitate Professional Learning. Professional Development hours for a teacher is now 20 hours a year instead of 100 hours in five years.

Professional Learning (PL)

What educators do to improve their practice to help improve student learning. Active engagement on the part of the educator.

Professional Development (PD) Shall comprise of 5 things

1. Professional Learning opportunities aligned with student learning, needs of the school, district and state.
2. Primary focus on the improvement of teacher and school leader/s effectiveness to meet the CCCS.
3. Collaboration of teams working together to accomplish set goals.
4. Embedded in people’s work of transferring knowledge to student/educators goals.
5. Learning Organizations

What Pleasantville principals, teachers and staff understand about SGPs especially teachers in Grades 4-8.

- ELA & Math Teachers in grades 4-8
- All student scores will be counted toward SGP if you teach multiple grades and/or a mix of ELA and Math
- 3rd grade classes will still take NJASK, but this is baseline and will not have an SGP
- For SGP to be part of a teacher’s evaluation, a teacher must have 20 student SGP scores, and students must be enrolled in the teacher’s class for at least 60 percent of the school year
- APA (Advance Placement) scores will not factor into SGPs; if all of your students take the APA, then you will never have an SGP
- SGP Teachers cannot use NJASK assessments to write their one required SGO

New Jersey Department of Education

<http://www.state.nj.us/education/AchieveNJ/teacher/SchoolImprovementPanelandImprovingEvaluation.pdf>

AchieveNJ: Student Growth Objective Quick Start Guide

In order to help educators prepare for setting strong Student Growth Objectives (SGOs) in 2013-14, the Department of Education has published the SGO Guidebook with detailed information, examples, and template forms. This SGO Quick Start Guide is provided to help

summarize the SGO process; technical instructions for each of the five suggested steps can be found in the full guidebook.

Before beginning, educators should:

Decide how much of the SGO process can be done collaboratively with colleagues, e.g. developing department-wide assessment, setting similar SGOs and collecting evidence of student learning, etc.

Review the SGO forms available in the full SGO Guidebook and on the AchieveNJ website.

Step 1: Choose or develop a quality assessment aligned to NJCCCS or CCSS.

Determine what assessments you have in place for your students now. Determine if they are appropriate for the purposes of SGOs. Check them for rigor, depth of knowledge, and standards alignment using the forms available in the Appendix. Plan to improve them or create new ones if necessary.

Step 2: Determine students' starting points.

Determine what sources of information you can use to judge your students' starting points. Decide whether you need to use a pre-assessment. Decide whether grouping students by preparedness level is appropriate and useful.

Step 3: Set ambitious and achievable SGOs with the approval of the principal/supervisor.

Consult with your evaluator to determine what combination of general and specific SGOs are appropriate for your teaching assignment. Using data collected in Step 2, set measurable goals that are ambitious and achievable. Define attainment levels for your SGOs. Complete the appropriate version of the SGO form and have your evaluator approve it.

Step 4: Track progress, refine instruction.

Frequently monitor your student's progress towards the goals you have set for them. Modify your instruction as needed.

Step 5: Review results and score in consultation with your principal/supervisor.

Administer the post-assessment. Collect student performance data and consult with your evaluator to determine your rating. Discuss with your evaluator next steps for setting SGOs in the following year based on your results.

Teacher Practice

- **Teacher practice is measured by performance on a teacher practice instrument** (e.g., Danielson), which is used to gather evidence primarily through classroom observations. Classroom observations counts for **55%** for tested grade and subject teachers, and **85%** non-tested grade teachers. (See *New Jersey Department of Education (Updated 5.7.13)*)

- Each teaching staff member should be aware of the supervisor/administrator in charge of his or her evaluation. This “evaluator” is responsible for all aspects of an educator’s evaluation (teachers may also have additional individuals observing their practice). If the assignment of evaluators is unclear, teaching staff members should consult their direct supervisor immediately. The evaluator should be the first contact for questions about evaluation and support structures.

Domain

- Unannounced observations will be required for all teachers.

Non Tenured Teacher Sample Evaluation Schedule

August	-Admin goes over procedures for evaluation system with teacher(s). Throughout the year -teacher collects evidence for Domain 1 & 4. Domain 4 Professional Responsibilities observed as part of professional practice.
September	Set and submitted Goals before First formal observation (40 minutes)–Pre-conference, Domains 1, 2, 3 & 4a and Post Conference.
October 15	Submit SGO/s
December	Second formal observation- (40 minutes) Pre-Conference, Domains 1, 2, 3 & 4a and Post Conference
January	Admin and teacher conduct conference about artifacts in preparation for the Summative Evaluation.
Feb/March	Third observation (possible unannounced) (20 minutes) – Domain 2, 3 &4a and Post Conference
April	Annual evaluation completed & conference held w/ teacher and principal. Set Goals for the next year.
June 2 per DOE	All teachers scores posted in NJSMART {SGO/Observation}

Tenured Teacher Sample Schedule

	Throughout the year -teacher collects evidence for Domain 1 & 4. Admin may observe professional practice.
September	Admin & teacher meet to review practices & set goals for year (can be done end of prev. yr)
October 15	Submit SGO/s
November	First formal observation- (40 minutes)–Pre-conference, Domains 1, 2, 3 & 4a and Post Conference. <i>{Pleasantville}</i>
January	Second observation (optional –possible informal - long) short – 20 minutes Domain 2, 3 &4a and Post Conference.
March	Third observation. (20 minutes) Domain 2, 3 & 4a with Post Conference
April	Admin & teacher conduct conference about artifacts in preparation for the Summative Evaluation in May.
May	Annual evaluation completed & conference held w/ teacher and admin. Growth goals for following year can be set.
June 2 per DOE	All teachers scores posted in NJSMART – {SGO/Observations}

Corrective Action Plan

Phases of-Assistance Plan

Awareness phase-

- A teacher is made aware of a deficiency in performance.
- An informal plan is developed with established time to check on progress.
- Teacher can remain in Track 2.

Assistance phase-issue is likely substantive and requires a formal plan

- A formal written plan is put in place.
- Another individual may serve as a resource for the teacher.
- Assistance plan includes time lines and specific activities the teacher is to undertake with established check points.

Disciplinary phase- When there is a lack of success in remedying documented issues and there are real consequences including (including possible dismissal).

- Typically in form of a directive with clear language describing the necessary actions of the teacher.
- Teacher given deadline to meet minimum standards or face dismissal.
- Process for this must be transparent and judgments based on evidence

What will classroom observation look like during the school year?

Classroom observation will be conducted by a certified evaluator, most likely the principal or assistant principal using the Framework for Teaching format.

In Pleasantville for the 2013-2014 SY every teacher will have at least one long and two short observations. Teachers in year 1-2 will have two long observations and one short. (DOE recommends that tenured teachers have three short observations) Teachers are encouraged to collect evidence for Domain 4b-f all year long in preparation for the Summative Evaluation.

*Observation will focus specifically on classroom practice **Domains 2 & 3** which will be conducted throughout the year. This will not be limited to the number of informal observations that can be conducted.*

Long observation will focus on Domains 1, 2, 3 & 4 with a post conference after each observation.

Short observations will focus on Domains 2 & 3 and a post conference.

Summative Evaluation will be conducted in May by the principal and will be the summary of all three observations. ***This will include all 4 Domains with evidence.*** The score from the Summative Observation will be entered into NJSMART as the teachers score for the year.

Explanation of the Evaluation and the process

Multiple Measures of Teacher Practice and Student Achievement

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures on the DOE website include components of both student achievement and teacher practice.

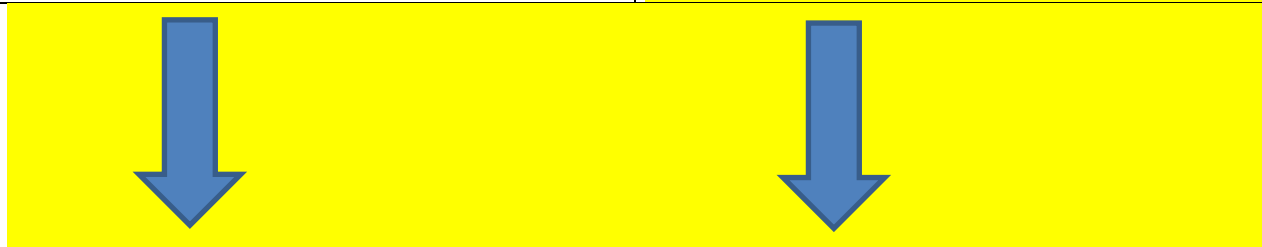
The weights in the charts are set for SY13/14; the state may adjust them in future school years to reflect lessons learned from new data and feedback from educators.

Question: Where can I find more information about professional development and support offered in AchieveNJ?

Answer: The [AchieveNJ Professional Development and Support Overview](#) describes several opportunities for enhanced educator support through new evaluations.

Incase teachers need to track progress, below is the procedure:

Sample Questions and Communications Flow	
<i>How will I track my progress on Student Growth Objectives (SGO) and determine my final results?</i>	<i>I have some concerns about my most recent observations and post conference. Where can I share this feedback?</i>



1. Ask your evaluator about SGO policies and supports in place in the school	Reach out to the ScIP and ask to share your concerns with this group at a future meeting or in writing.
2. If your evaluator is unsure, you should both reach out to your ScIP.	ScIP members should consider common questions and concerns and share these with the DEAC.
3. If the ScIP is unsure, a ScIP member should reach out to the DEAC and share the answer school-wide. State resources on SGOs may also be useful.	The DEAC should consider common questions and concerns and share them with the <u>state</u>.

- *Teachers trained in the expectations for observations, prepares them for professional conversations that will lead to reflective practice, and help them actively focus on their teaching effectiveness and evidence required.*
- *Understanding the Framework for Teaching—Teachers are provided information on the value of using the Framework and introduction to the structure and content of the instrument.*
- *Applying the Framework for Teaching—Videos are used to identify specific instructional strategies used by effective teachers and scaffolds the process for using the Framework for Teaching to reflect on and improve instructional practice.*
- *Discussion of the Performance Levels*

- ***All teachers should have completed SGOs and have met with their principal to sign off. February 15, 2014 – SGOs will be revisited with your principal to make necessary changes.***
- ***Administrators retrained on using Teachscape January 15, 2014***
- ***Administrators will be trained on Adjusting SGOs February 4, 2014***

Additional questions teachers may have and the possible answers from AchieveNJ and Pleasantville DEAC:

Frequently Asked Questions with regards to the Evaluation Instrument

Question: How many Domains does the Framework have?

Answer – 4

- Domain 1 Preparation and Planning with 7 components
- Domain 2 The Classroom Environment with 5 components
- Domain 3 Instruction with 5 components
- Domain 4 Professional Responsibilities with 6 components

Question: What does the Pre-Conference Sheet ask for?

Answer – Pre-conference forms deals with Domain 1 (Planning and Preparation for Instruction) *a Knowledge of Content and pedagogy, b, Knowledge of students, c, Selecting Instructional Goals, d, Knowledge of Resources, e, Designing Coherent Instruction, f, Assessing Students Learning*

Question: How are intervention BSI teachers observed? Are they observed? How many times for part-time employees?

Answers: *By law, all teachers are observed three times. There is no prorating for part-time. If someone is not employed the entire year, then the number of observations may be decreased. Depending upon the schedule, the intervention teacher may be observed during pull-out and/or push-in classes.*

Statement: I need further explanation on 2 domains (1 & 4) which seems more difficult to observe.

Answer: *Domain 1 is based on a combination of the classroom observation, the pre-conference for announced observations, and artifacts (e.g. planning form, lesson plans). Domain 4 is based on the post-observation conference for 4a, informal observations, and evidence submitted by the teacher. Note: 1 and 4 are worth 20% each while 2 and 3 are worth 30% each due, in part, to 2 and 3 being based on the classroom observation and 1 and 4 being based on a variety of factors. Domain 4 is a body of evidence that should demonstrate through interactions with colleagues, families, and the broader school community. (Read more about the domains and sample of artifacts from your training notes.)*

Question: Are administrators required to get additional training?

Answer: *Administrators are required to have refresher training on the evaluation instrument every year.*

Statement: I am still unsure how all of these levels of assessment will be seen in every single lesson on any given day.

Answer: *An observer may not see every component and element in every lesson. The annual rating is a compilation of all three observations.*

Question: **Trying to differentiate all the time – how do you do this in time provided?**

Answer: *Differentiation comes in many forms. With that said, there is no requirement to differentiate all the time. Likewise, there needs to be differentiation based on the content, learners, etc. See the Model Curriculum and your training notes of ways to differentiate.*

Question: **How does the rating work?**

Answer: *The rating at any level is based upon the preponderance of the evidence.*

Question: **I am new to my grade level and do not have the repertoire to pull from – can I still score well?**

Answer: *Absolutely. There are many opportunities for new teachers and teachers new to grade levels/content areas to do well. Additionally, with three observations there is the opportunity to show growth.*

Statement: **I am still concerned of unannounced visits and administrators understanding the makeup of my classroom.**

Answer: *The post-observation conference allows for discussion about your classroom. If you have a particular concern, you can discuss it with the administration in general outside of the observation cycle.*

Question: **What determines whether a teacher's knowledge of a subject is moderate, rigorous, high level, etc.? Is it not just the administrator's opinion?**

Answer: *This is based on a variety of factors/evidence including the teacher's ability to discuss the content and related pedagogy as well as the actual classroom performance. Is the content presented accurately? Are the strategies used the most appropriate for the content being presented? Does the teacher have the knowledge of the students, contents, resources etc.?*

Question: **Will long-term substitutes be observed?**

Answer: *It is our goal to observe every teacher including long-term subs because they are interacting with students on a daily basis. Depending on the length of service, the number and type may be adjusted.*

Question: **Is administration aware that having new curriculum will affect teachers' ability to do well on some areas of rubric, since we have to figure out which parts of new curriculum are difficult for students?**

Answer: *Yes, the administration will take into account new curriculum just as they did during the past year.*

Question: **So many examples of level 4 are for upper level students. How can a kindergarten or first grade teacher ever get a 4?**

Answer: *In observing a classroom, the level of students is taken into consideration. A higher level question asked to a general education 7th grader is different than for a K student. Based on experience, I see some areas where teachers of younger grades actually allow for more student independence than in the higher grade. Teachers of all grades and content areas can earn 3s, 4s.*

Question: **Clarification regarding observations of co-teachers: If being observed by an outside evaluator, will it be while the teacher being observed is the lead in that specific subject?**

Answer: *There should not be a pure lead teacher in a co-teaching situation. Hence, the term co-teaching. When an observation is being done, the teachers should work as they always do. If the administrator feels one person is doing too much and the other is not acting as a co-teacher, it will be addressed.*

Statement: I am still unsure of how to navigate the online component of Teachscape.

Answer: Every teacher received training on Teachscape during the 2012-2013 school year. Revisit the training sessions.

Student Growth Objectives: Frequently Asked Questions

Question: How can teachers who instruct in semester blocks or nine-week cycles set SGOs?

Answer: These teachers should set SGOs as early in the semester as possible. If the instructional period is less than nine weeks (e.g. 30-day cycles), teachers should set goals for several of these short cycles and then aggregate performance on these goals into their SGOs when possible.

Question: How should SGOs be handled for a teacher on a leave of absence or otherwise away from teaching for a period of time?

Answer: Teachers should be present for at least a nine-week continuous period of time during the year to set an SGO. A teacher who has not set an SGO before the November 15 deadline due to an extended leave should set an SGO as early as possible after his or her return to the classroom.

Question: How much do SGOs count toward the final evaluation score in 2013-14?

Answer: SGOs will count for 15% of every teacher's evaluation and 10% of every principal's evaluation in 2013-14. SGO weighting in subsequent years will be announced each April by the Department.

Question: How many students must I have in order to set an SGO?

Answer: You must have two or more students in order to set an SGO.

Question: How many SGOs must teachers set?

Answer: Teachers who will receive Student Growth Percentile (SGP) scores (4th-8th-grade Language Arts Literacy and Mathematics teachers of at least 20 separate students with valid SGP scores) must set one or two SGOs. The superintendent determines whether teachers with SGP scores will set one or two SGOs. Teachers who will not receive SGP scores must set two SGOs. Since many class rosters change throughout the year, a teacher's student population may begin above 20 but drop below that number during the year. Thus, districts might consider requiring any teacher of 25 or fewer total students to set two SGOs. If the population is particularly mobile, districts might consider two SGOs for teachers of less than 30 (or more) students.

Question: I'm confused by SGOs; why doesn't the State just tell us what to do?

Answer: An important aspect of education in New Jersey is the independent spirit embraced by the majority of its nearly 600 school districts. The flexibility of the SGO process recognizes the independence and professionalism that many districts and educators exhibit. SGOs provide a way for all teachers to demonstrate their positive effect on student performance while recognizing unique teaching contexts. Even though some educators may be unaccustomed to having this type of flexibility in their evaluations, the Department believes high quality SGOs that reflect best educational practices have great potential for improving student achievement and teacher practice across the state. The Department has provided a good deal of guidance to help teachers develop high quality SGOs without overly restrictive rules.

Question: Can teachers set an SGO for a particular skill or unit of instruction?

Answer: SGOs must be long term academic goals that include significant portions of both the curriculum and students for which the teacher is responsible. If one SGO can encompass the curriculum and students, then a second SGO might be developed to focus on a particular skill, content, or subgroup of students. The Department has used the terms “general” and “specific” SGOs to explain this concept. Please see the SGO Guidebook for more information.

Question: What’s the difference between a general and a specific (or targeted) SGO?

Answer: General SGOs are broader in scope, including a significant proportion of curriculum in a particular course and all or most of a teacher’s students. Specific – or targeted – SGOs focus on a particular set of standards or subgroup of students. General and specific SGOs lie on a continuum and it may be difficult to classify a goal as one or the other. This distinction is not important other than from a planning perspective. In cases where teachers will not have an SGP score, their SGOs together should include a significant portion of the curriculum and students for which they are responsible. In cases where teachers do have an SGP score, the SGOs can be used to reinforce math and LAL instruction. Alternatively, they can address subject areas such as science that do not typically receive as much attention as the tested subjects. Examples are shown in the table below.

Teacher	SGOs	Notes/Examples
Non-tested Grades and Subjects		
1 prep	One general SGO for all students plus targeted SGO (may be a targeted content/skill or group of students)	General SGO includes 70% history standards and all students Targeted SGO focuses on use of informational text by all students
2 preps	One general SGO for all students in each course	Algebra 1- SGO 1 Geometry – SGO 2
More than 2 preps	One general SGO for all students in each of the two courses containing the highest numbers of students	Spanish 1 (56 students) – 1 SGO Spanish 2 (43 students) – SGO 2 AP Spanish (8 students) – no SGO
Elementary	Two general SGOs for all students in two developmental domains or two subject areas	Literacy domain – SGO 1 Language domain – SGO 2 Math – SGO 1 Science – SGO 2
Tested Grades and Subjects (receive an SGP score)		
All	One or two SGOs (district discretion), general or targeted	SGP provides one broad measure of student performance. Teachers and districts determine SGO makeup based on needs.

Teachers who teach *different content* to multiple grade levels should consider each grade level a separate prep, e.g. a music teacher with grades 1, 2, 3, and 4 who teaches different standards for each level, would select two of the grade levels for her two SGOs.

Question: Since SGOs must be set by November 15th, should they include only standards being taught after this date?

Answer: No; teachers should start addressing the standards that will be included in the SGO assessment as soon as possible (i.e., once the assessment has been identified). SGOs should incorporate a significant

portion of the school year, and this will be difficult if teachers wait more than two months into the school year. The November 15 deadline is there only to provide time for teachers to become familiar with the SGO process and to collect baseline data on their students.

Question: My district has said that all teachers must have the same SGO. Is this acceptable to the State?

Answer: Setting an SGO around a shared set of standards and a common assessment for a particular group of teachers who are teaching the same subject and grade makes sense. The Department encourages teachers to develop and use common assessments as much as possible. However, the target that each teacher sets for his or her students and the scoring plan associated with this should be tailored to each particular set of students. This is because it is important to set goals that are appropriate for a teacher's particular group of students. This is determined using baseline data at the beginning of the year. In some cases, clear data may suggest a district needs to improve student performance in a particular area, e.g., use of evidence in formulating arguments. In this case, the district may opt to ask its teachers to set one of their SGOs towards this particular skill. The other SGO the teacher set should be aligned with the content area curriculum that they are teaching. Districts should bear in mind that teachers are to develop their SGOs in consultation with their principals or direct supervisors. SGOs should not be provided by administrators. Instead, this process should be collaborative and lead to thoughtful discussion and the use of available data.

Question: Can a teacher's Professional Development Plan be based on his/her SGOs?

Answer: SGOs are based on academic performance gains of a teacher's particular students. The teacher's professional development plan (PDP), on the other hand, is based on areas of professional growth identified by the teacher and his/her supervisor. Professional learning goals are arrived at by examining multiple sources of evidence, including results of the teacher's summative evaluation; SGO assessment results; team, school, and/or district priorities; and other artifacts of the teacher's performance. Student learning data represents an important – but not the only – source of evidence, used to inform PDP planning. For example, when analyzing SGO results, it may be clear that a group of students has performed poorly in reading comprehension. To obtain more information, a supervisor might observe the teacher's instruction of reading comprehension and might suggest that he/she needs to improve on reading comprehension pedagogy. The need for improvement in this area would then be indicated as a goal in the teacher's PDP.

Assessments

Question: Can a teacher's final exam be used for SGOs?

Answer: Modifying the final for SGO purposes is a good option for teachers who have a well-crafted, standards-based, and rigorous test. For SGO data to be available in annual conferences, this test should be administered earlier in the school year (April-May, depending on conference schedule) and should be modified to include only the standards that have been taught up to the time students take it. Teachers should use their professional judgment about the grade value of this exam, and the activities and assessments they will use to ensure the remainder of the school year is productive.

Question: Can a teacher use national exams, such as AP and NOCTI, for SGOs?

Answer: These exams are likely to be of a very high quality and therefore are fair and accurate ways to assess student learning. However, as with final exams, if they are administered at the end of the school year, teachers may not get results in time for an annual conference. Teachers who normally administer

these types of exams may choose to create their own version of such tests for their SGOs. They might use exams available from prior years or sample items to help build the test.

Question: How can I determine if an assessment is appropriate for an SGO?

Answer: The SGO Guidebook contains guidance and forms to help teachers and the supervisors ensure that they are using appropriate assessments. However, there are three important questions to answer to determine this:

- 1) Is the assessment aligned to state standards?
- 2) Is it high quality in terms of rigor, validity, and coverage?
- 3) Will it be scored (and administered) with fidelity?

Question: What does it mean that the SGO “must be aligned to content standards?”

Answer: New Jersey has content standards for each subject area and grade, including the new Common Core State Standards. SGOs should be set to assess students’ performance on these content standards. Because teachers must prioritize which standards can be included in an SGO, they should identify and include those that are critical for foundational understanding and future learning. This work is best done by teams of educators as they develop their assessments at the beginning of the year.

Question: If a teacher sets two SGOs, can the same assessment be used for both?

Answer: Teachers may use the same assessment for both SGOs if the assessment fairly and accurately measures performance on the standards that are included in the SGOs.

Question: Can teachers use the NJ ASK as the assessment for SGOs?

Answer: Teachers of math or LAL grades 4-8 and receiving an SGP score may not use the NJ ASK. Through the SGP, those teachers will already be receiving a rating based on their students' performance on the NJ ASK that will count for 30 percent of the evaluation. However, those teachers may use their students' performance on prior years of the NJ ASK when gathering baseline data to determine their starting points. Teachers who do not receive an SGP may use the NJ ASK but scores on this test are not available until after the end of the school year. This means that these teachers would not get a summative rating until the scores were available.

Question: Where can I find more information about developing assessments?

Answer: The Department’s training module on assessments provides detailed instructions to help teachers choose and develop SGO assessments.

Starting Points

Question: Why do teachers need to collect baseline data?

Answer: Assessing students’ starting points helps teachers set ambitious and achievable SGOs. Teachers have long relied on instinct when assessing their new students. Gathering data formalizes this process and allows teachers to develop a clear picture of their students and justify the goals they set for them.

Question: What information can be used for baseline data?

Answer: There is a wide range of information that might be used; grades and assessment scores from the current year prior to setting the SGO, grades and assessment scores from previous years and subjects, pre-assessments, etc. Each teacher must determine what the most useful data is and how to

use it for determining the starting points of his/her students. Keep in mind that using more than one source of data provides a better picture of students' starting points.

Question: Are teachers required to use a pre-assessment?

Answer: No. Pre-assessments may be used to collect baseline data, but there are several other ways to determine students' starting points as mentioned in the preceding question. Additionally, unless they are carefully constructed, pre-assessments may not provide the type of information that will be useful for setting appropriate goals. For instance, a pre-assessment that is identical to a post-assessment may be so challenging for students that most score very poorly and some become discouraged by their test performance early in the school year. Additionally, a pre-assessment content in a subject area to which students have never been exposed (e.g. German 1) may provide little useful information. At the beginning of the school year, it may be challenging to motivate students to do their best on a pre-assessment. However, some teachers are using carefully crafted and rigorous pre-assessments effectively and have worked to overcome some of the problems associated with pre-assessments noted above. In consultation with their supervisors, these teachers may opt to continue using such pre-assessments.

Question: How can a teacher measure the growth of his/her students?

Answer: Technically speaking, "growth" can only be shown using similarly constructed pre- and post-assessments. For many teachers this is not practical and the Department is not requiring this. However, teachers recognize how much their students "grow" during the year as they watch them develop skills and knowledge. An assessment of skills, foundational knowledge, and the use of past learning data, for example, provides rich information about how prepared students are for a given course. Armed with this information, teachers will be able to set ambitious but achievable goals for these students. The SGO assessment will determine how much the students learned or "grew" between the beginning and end of the instructional period.

Question: Where can I find more information about determining starting points?

Answer: The Department's training module on starting points provides detailed instructions to help you choose and develop SGO assessments.

Common Concerns

Question: I've heard people say that SGOs will lead to a lot more testing of students. This concerns me.

Answer: SGOs can be based on assessments that teachers currently use to evaluate their students, as long as they are fair and accurate measures of their students' performance (see form for guidance on this). Even though teachers may need to modify their assessments for SGO purposes, the number they actually administer does not need to increase

Question: Will the Department of Education collect individual SGOs?

Answer: In general, no, although collecting and reviewing SGOs from Priority/Focus schools may be a part of the support the state provides to these schools. In most districts, however, teachers will submit SGOs only to their principal/supervisor by November 15th, 2013 (and by October 15th in subsequent years). Each district must certify that all teachers have submitted approved SGOs; the Department only collects each district's teacher SGO ratings at the end of the year. That being said, the Department is

interested in sharing high quality SGOs that teachers have developed and will collect voluntarily-submitted SGO exemplars from teachers to share with other educators around the state. Educators who wish to share their SGOs for consideration may do so by sending them to educatorevaluation@doe.state.nj.us.

Question: How can all teachers be held equally responsible for setting goals even though their students perform at different levels?

Answer: SGOs are measure of academic growth, not proficiency, and are tailored to the needs of a teacher's particular students and the priorities of the school. The goals within these SGOs should reflect the starting points of the teacher's students. The scoring range is based on what the teacher and administrator consider reasonable learning for the particular students. This makes the SGO system a much fairer way to evaluate teachers whose students may perform at lower levels than others.

Question: What incentives do teachers and principals have for setting achievable but ambitious targets for SGOs?

Answer: The Department believes that the vast majority of educators will act ethically and honestly in setting SGOs that will help their students grow. In addition, AchieveNJ rewards appropriate professional behavior through the Evaluation Leadership component of principal evaluation. 20% of a principal's evaluation is based on the effectiveness with which they implement the new evaluation system for teachers. This aspect of a principal's performance will be assessed with New Jersey's Principal Evaluation Leadership Instrument. A component of this rubric requires principals to approve and monitor the quality of SGOs (see section 2D in the rubric). There is similar component in the state's [Assistant/Vice Principal Evaluation Leadership Instrument](#) (section D).

Educator Specific Questions

ELL Teachers

Question: If a high school ELL teacher has a class of only 3 students, and has 9 students in all, how should he/she create the SGO?

Answer: While a teacher can set an SGO for as few as two students, the best practice is to include as many students as possible in an SGO. Therefore, teachers of few students should consider using learning standards that apply across classes. In addition, teachers should provide multiple assessment opportunities for each student in a small group.

Question: How will ELL teachers who "push-in" to classrooms set SGOs?

Answer: In this situation, teachers should select groups of students that they directly instruct and set SGOs that are proportional to the instructional time they spend with them. As with small groups of students, they should consider using learning standards that apply across classes.

Question: Can an ELL teacher use an assessment that is already developed by an educational publisher (aligned with WIDA Standards) for SGOs?

Answer: The assessment used for an SGO is a district-based decision. If the assessment is aligned with [World class Instructional Design and Assessment](#) (WIDA) standards and measures English language development, then the district may use a commercially developed assessment.

Question: If an ELL teacher creates an assessment, what rubric should be used?

Answer: Educators may wish to use the *Speaking and Writing rubrics* developed by WIDA (<http://wida.us/searchResults.aspx?cx=0001878867407992537742:bjkids4qwcy&cof=FORID:10&q=speaking%20rubrics>).

Question: What type of professional development is needed for ELL teachers to build capacity for doing this work?

Answer: Districts may wish to focus professional development for ELL teachers on proficiency with assessments, understanding student proficiency levels, and calibrating scores on writing and/or speaking samples based on student proficiency. To understand the English language proficiency levels, districts may choose to use student work samples and compare them to examples for each proficiency level found at www.wida.us. The performance definitions and the Model Performance Indicators (2012 amplification) can be used as guidelines in developing district assessments that track learners' progress.

Special Education Teachers

Question: I teach Special Education. How will my SGOs be different than a general education teacher's?

Answer: Like a general education teacher, your SGO should be tailored to meet the needs of your students. As much as possible, your SGOs should encompass the curriculum and students for which you are responsible. The IEPs of the students you teach contain added guidance to help you provide the type of instructional support that will help your students succeed. You may use this guidance to help inform your SGOs. For example, you may set an SGO that includes standards for reading comprehension. The IEP of a student may include strategies to improve the comprehension skills that the individual student has not yet learned. In this case, the IEP and SGO that the individual student has not yet learned. In this case, the IEP and SGO for that student are aligned.

Question: I am the Special Education teacher in an inclusion class. Should the general education teacher and I have the same SGO?

Answer: This is one of few cases where teachers may have identical SGOs. If you both have the same students, teach the same material, and use the same assessments, it makes sense to develop and apply the same SGO. In cases where this type of collaborative relationship is not present, teachers may set different SGOs.

Question: I teach a population of students with severe disabilities. Can I set an SGO that addresses progress in non-academic areas in this case?

Answer: If you are teaching a group of students whose academic progress is limited by certain behavioral or emotional restrictions (e.g., students who cannot read or write), you may set a non-academic SGO. However, the design of this SGO should still capture a significant portion of the work that you are doing with your students throughout the year. In addition, a non-academic SGO for a group of students must be appropriate for all of the students in the group. If your group of students is extremely diverse, it would be better to set individual goals for each of the students tailored to their specific needs and identified areas of growth. You would then aggregate the results of these goals into one SGO score.

General Questions

Question: I am a school counselor. Do I need to set SGOs? Do you have exemplars for SGOs for that I could take a look at?

Answer: SGOs are not required for school counselors, but only for teachers with an assigned class roster. Educational specialists such as academic coaches, CST professionals, librarians/media specialists, paraprofessionals, athletic trainers, health workers and counselors, etc. may set SGOs at the discretion of local district leadership. However, the Department encourages all educators to set SGOs to help improve their performance by goal setting. Office of Evaluation staff members have worked with several professional organizations that represent these educational specialists to develop SGO samples that may be useful reference documents. Please contact your professional organization for these samples.

Question: I teach classes in which students are very transient. Many students who start the school year do not complete it and many join classes mid-way though the school year. How can I set appropriate goals for these students and have these be a fair measure of my performance?

Answer: One way to tackle this is to set several goals for shorter periods of time (e.g., 10 weeks) and collect these into one SGO. You can develop each goal with baseline data at the start of a unit of instruction, and develop a scoring plan that reflects the number of students you currently have. Your goal can be written in terms of a percentage of students that is enrolled in the class for a significant proportion of the unit. At the end of the unit, you can assess the performance of your students and get a rating for the goal you have set. Those students who have left the class during this period of instruction would not count in this rating. Students who have newly entered the class would not count either. You would repeat this cycle with the new population of students making adjustments to reflect the change in your student population. At the end of the SGO period, your final rating is based on your average success in each of the unit goals you have set. Teachers who teach quarterly courses may use a similar approach to this.

Question: I have seen the exemplars published on the Department's website but my content area is not covered. Does the state have plans to publish more exemplars?

Answer: The Department has been working with groups of educators to develop SGO exemplars, which will be added in the future. However, all exemplars are designed to be teaching tools that all teachers and administrators can use to help develop their own SGOs. The structure of each exemplar is the same and the development process can be applied to any subject and grade. Even though the assessment may vary, the exemplars can help guide all teachers in writing their own SGOs. The annotated versions provide commentary showing how the author of the exemplar made decisions during the development process. The commentary also shows how the SGO might be improved. Administrators should carefully review these comments as they prepare to discuss the strengths and weaknesses of the SGOs that their teachers develop.

Question: I teach courses that only last one marking period. How do I set SGOs in this case?

Answer: There are two options here. 1) Create goals for several marking periods and aggregate the student performance for each of these marking periods into 2 SGOs. This ensures that fewer students are left out of the teacher's SGO. 2) Set one SGO for one marking period and one for another.

Question: If I have to submit my SGOs by November 15th how do I set an SGO for a course that starts after this date?

Answer: In the case of semester or marking period courses, you could develop the SGO before the deadline using the assessment you use for the course. You would submit the SGO using a hypothetical scoring plan for the course and then adjust it (with the superintendent's permission) by February 15th once you have real student baseline data with which to work.

Question: I teach multiple grade levels. How do I set SGOs?

Answer: If you teach the same standards in these classes, you may set SGOs as you would if the students were in one grade level. However, if you teach multiple sets of standards or subject areas, you should set an SGO for two of the grades or subjects you teach.

More Information and Answers to Other Questions

Question: Whom should I contact for answers to specific questions that are not included in this FAQ or the materials provided by the Department?

Answer: While external vendors and consultants may be able to answer some questions regarding SGOs, to be sure of the reliability of the answer you get, you should contact the Office of Evaluation at the Department at educatorevaluation@doe.state.nj.us or 609.777.3788.

Question: Where can I find more resources on SGOs?

Answer: The AchieveNJ SGO Web Page provides detailed guidance documents, presentations, workshops, training modules, and SGO exemplars.

AchieveNJ/TEACHNJ: Resources Guide

The following resources describe various aspects of the improved educator evaluation and support system for 2013-14:

General Information

AchieveNJ Website: <http://www.state.nj.us/education/AchieveNJ/>

AchieveNJ FAQ: http://www.state.nj.us/education/genfo/fag/fag_eval.shtml

AchieveNJ Overview (narrative): <http://www.state.nj.us/education/AchieveNJ/intro/guide.pdf>

AchieveNJ Regional Overview Presentation (slides):

<http://www.state.nj.us/education/AchieveNJ/intro/RegOverview.pdf>

AchieveNJ Training and Implementation Overview:

<http://www.state.nj.us/education/AchieveNJ/resources/TrainingImplementationOverview.pdf>

Evaluation of Various Types of Employees

AchieveNJ Teacher Evaluation Overview: <http://www.state.nj.us/education/AchieveNJ/intro/1PagerTeachers.pdf>

AchieveNJ Principal Evaluation Overview:

<http://www.state.nj.us/education/AchieveNJ/resources/h/education/AchieveNJ/intro/1PagerPrincipals.pdf>

AchieveNJ Assistant/Vice Principal Evaluation Overview:

<http://www.state.nj.us/education/AchieveNJ/principal/APandVPEvaluationOverview.pdf>

AchieveNJ Special Educator Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/SpecialEducatorOverview.pdf>

AchieveNJ Specialists and Others Evaluation Overview:

<http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf>

AchieveNJ Directors and Supervisors Evaluation Overview:

<http://www.state.nj.us/education/AchieveNJ/intro/DirectorsandSupervisorsOverview.pdf>

Measures of Student Achievement in Evaluations

AchieveNJ Student Growth Objective (SGO) Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/SGOOverview.pdf>

AchieveNJ SGO Overview Presentation:

<http://www.state.nj.us/education/AchieveNJ/teacher/SGOOverviewPresentation.pdf>

AchieveNJ SGO Guidebook (narrative, examples, and forms):

<http://www.state.nj.us/education/AchieveNJ/teacher/SGOGuidebook.pdf>

AchieveNJ Individual SGO Forms (fillable forms):

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

AchieveNJ SGO Training Modules: <http://www.state.nj.us/education/AchieveNJ/teacher/modules.shtml>

AchieveNJ Student Growth Percentile (SGP) Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/SGPOverview.pdf>

AchieveNJ SGP Overview Presentation:

<http://www.state.nj.us/education/AchieveNJ/teacher/SGPOverviewPresentation.pdf>

Video on SGPs: <http://survey.pcgus.com/njgrowth/player.html>

Measures of Educator Practice in Evaluations

AchieveNJ Teacher Practice Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/TeacherPracticeOverview.pdf>

AchieveNJ Preliminary Evaluation Leadership Practice Instrument:

<http://www.state.nj.us/education/AchieveNJ/principal/PracticeInstrument.pdf>

Professional Support Tied to Evaluations

AchieveNJ Professional Development and Support Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/PDOverview.pdf>

AchieveNJ School Improvement Panel and Strengthening Evaluation Overview:

<http://www.nj.gov/education/AchieveNJ/teacher/SchoolImprovementPanelandImprovingEvaluation.pdf>

TEACHNJ and Regulatory Resources

Evaluation Regulations, Adopted September 11, 2013:

<http://www.nj.gov/education/code/current/title6a/chap10.pdf>

Definitions of Evaluation Terminology in Proposed Regulations:

<http://www.state.nj.us/education/AchieveNJ/resources/definitions.pdf>

TEACHNJ Guide

<http://www.nj.gov/education/AchieveNJ/intro/TeachNJGuide.pdf>

Detailed information is available on the NJDOE Resources Guide:

<http://www.state.nj.us/education/AchieveNJ/resources/AchieveNJResourcesGuide.pdf>

<http://www.nj.gov/education/AchieveNJ/teacher/PDOverview.pdf>

<http://www.nj.gov/education/AchieveNJ/teacher/RolesInPlanningOverview.pdf>

<http://www.state.nj.us/education/AchieveNJ/teacher/SchoolImprovementPanelandImprovingEvaluation.pdf>

<http://www.state.nj.us/education/AchieveNJ/teacher/SGOQuickStartGuide.pdf>

<http://www.state.nj.us/education/AchieveNJ/teacher/SGPOverview.pdf>