



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



TEACHNJ Regulation Proposals: *Building an Effective Evaluation System for Teachers and Principals*

Presented by NJDOE March 6, 2013

Context: What's the same?

- **Annual evaluation** of all teaching staff members
- Superintendent develops evaluation policies; gets district **board approval**
- Annual **summary conferences**
- Annual **performance report**
- Individualized **professional development planning**
- **Three observations** with post-observation conferences for all **nontenured teaching** staff members by April 30 of each year
- **Mentoring** for novice teachers

Application of TEACHNJ

		4-yr Timeline for Earning Tenure*	Earning Tenure Linked to Evaluation Rating*	Rubric must have 4 Rating Categories**	Automatic Trigger for Tenure Charges***	ScIP conducts evaluation	Individual PD Plan	CAP	Streamlined Arbitration Process
"All Teaching Staff Members"	Teacher (holding and working under instructional certificate)	✓	✓	✓	✓	✓	✓	✓	✓
	Principal, VP/AP (holding position & has administrative certificate)	✓	✓	✓	✓		✓	✓	✓
	Director, Supervisor	✓		✓			✓	✓	✓
	School Nurse, Athletic Trainer	✓		✓			✓	✓	✓
	Counselor, Therapist	✓		✓			✓	✓	✓
	Secretarial & Custodial Staff								✓
	Teacher at State Institution/ Katzenbach								✓

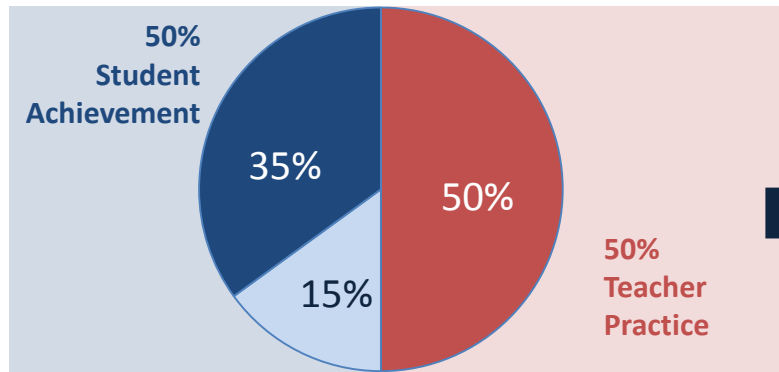
- TEACHNJ places a **special focus on teachers, principals, assistant/vice principals.**
- Districts will have **considerable discretion** over methods of evaluating teaching staff members (highlighted in gray) compared to the more specific requirements for teachers/principals/APs/VPs.

Teacher Evaluation Overview

Teacher Evaluation: *Weighting of Components (Tested)*

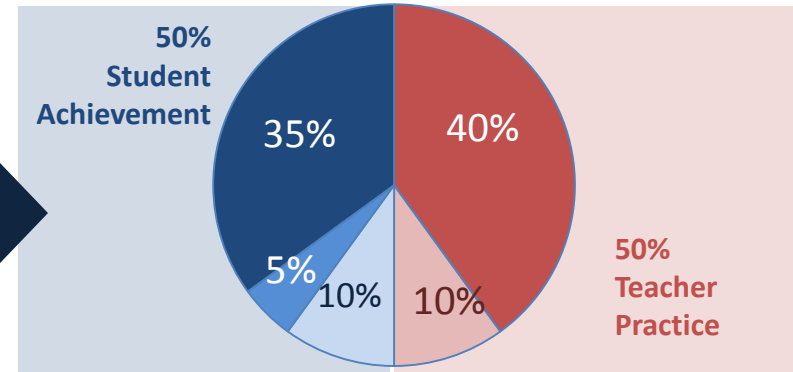
Tested Grades and Subjects (Currently grades 4-8, math and ELA): 50% from teacher practice and 50% from student achievement measures

2013–14



- Teacher Practice
- Student Growth Objectives
- Student Growth Percentile

Future Target*



- Teacher Practice
- Other (Surveys, Portfolios, e.g.)
- Student Growth Objectives
- Schoolwide/Cohort Measure
- Student Growth Percentile

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

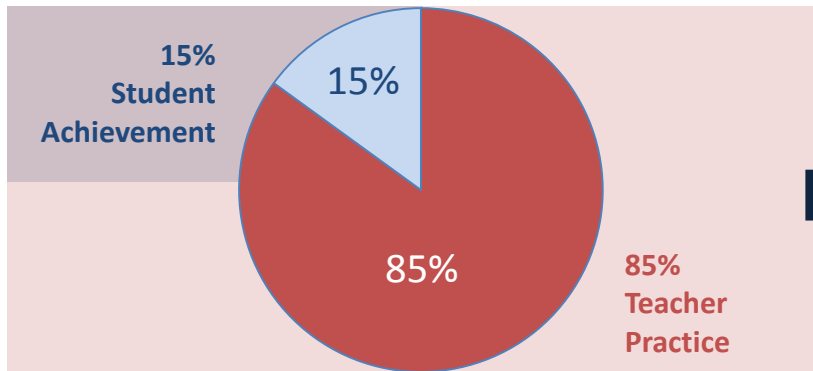


**N.J.A.C.
6A:10-4.1**

Teacher Evaluation: *Weighting of Components (NTGS)*

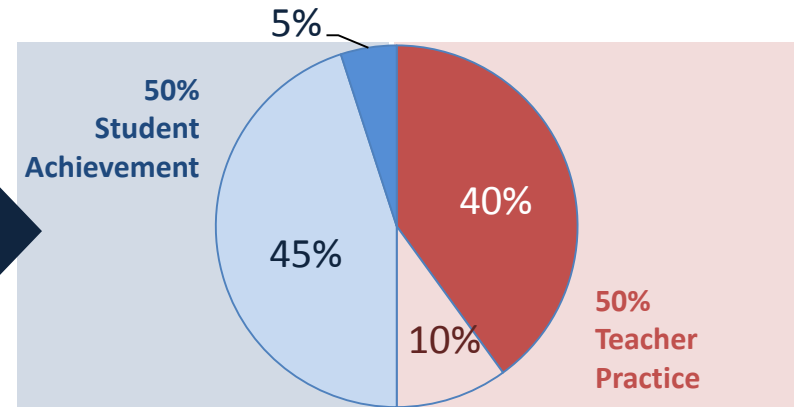
Teacher in Non-Tested Grades and Subjects: Weights will be phased in over time to move towards 50% teacher practice and 50% student achievement

2013–14



- Teacher Practice
- Student Growth Objectives

Future Target*



- Teacher Practice
- Other (Surveys, Portfolios, e.g.)
- Student Growth Objectives
- Schoolwide/Cohort Measure

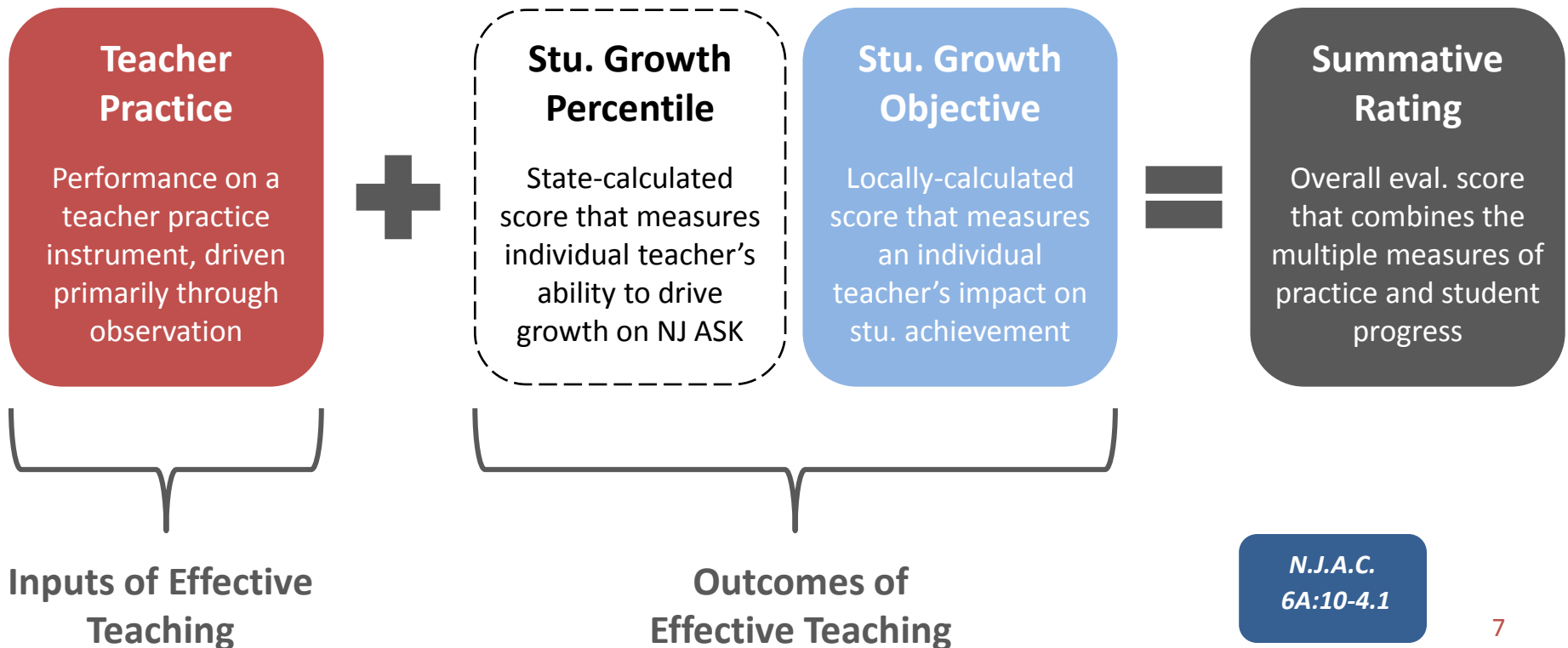
*The Department will look to incorporate other measures where possible and percentages will change as system evolves.



**N.J.A.C.
6A:10-4.1**

Teacher Evaluation: *Introduction*

- The **TEACHNJ Act requires** evaluations to include **multiple measures** of student progress and multiple data sources.
- **New teacher evaluation systems will include** the following components:



Teacher Evaluation: *Teacher Practice Protocols*

- **Long:** 40 minutes, with post-conference
- **Short:** 20 minutes, with post-conference

Teacher Categories		Minimum # of Observations Required	Multiple Observers
Nontenured	Years 1–2	3 <i>(2 long, 1 short)</i>	Required
	Years 3–4	3 <i>(1 long, 2 short)</i>	
Tenured	Effective Highly Effective	3 <i>(0 long, 3 short)</i>	Recommended
Corrective Action Plan		+1 <i>(length at district discretion)</i>	Required

Notes:

- Long observations for non-tenured teachers must have a pre-conference. Long observations, beyond the minimum requirements, do not require pre-conferences.
- Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.



**N.J.A.C.
6A:10-4.4**

Teacher Evaluation: *Training and reliability provisions*

- **All teaching staff members** being evaluated **must be trained** on evaluation rubric.
- Before observing for the purpose of evaluation, all **observers must be trained** on the instrument.
- **All observers** must participate in **2 “co-observations”** (i.e. double-scored observations).
- All evaluators must participate in **yearly “refresher”** training.
- **CSA/Superintendent will certify** every year that observers for the purpose of evaluation have been trained.

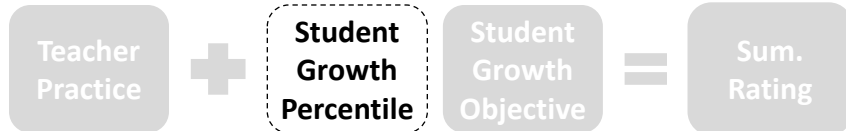
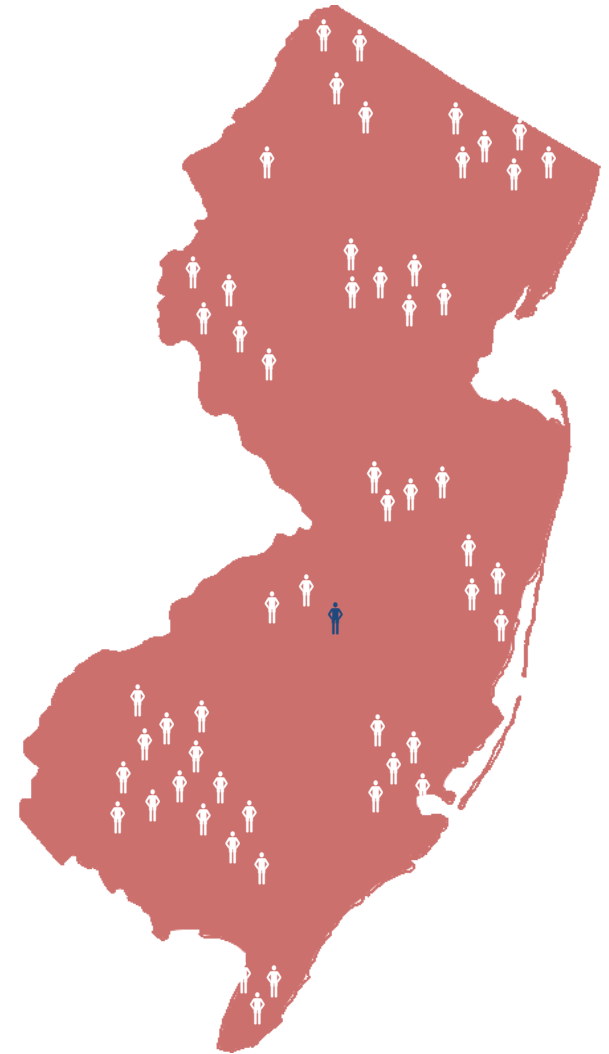


N.J.A.C.
6A:10-2.2

Teacher Evaluation: *Calculating Student Growth Percentiles*

All students can show growth.

- Student Growth Percentiles (SGP) measure how much a student has learned from one year to the next compared to peers with similar academic history from across the state.
- Students scored on a scale from 1 – 99.
- Growth baseline established by student's prior learning as measured by all of student's NJ ASK results.



Teacher Evaluation: *Median Student Growth Percentile*

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

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

- Teacher must have at least **20 SGP scores**.
- Students must be enrolled **in class 60%** of time before test.



**N.J.A.C.
6A:10-4.2**

Teacher Evaluation: *Introduction to Student Growth Objectives*

All teachers will set Student Growth Objectives (SGOs):

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



N.J.A.C.
6A:10-4.2

Teacher Evaluation: Student Growth Objectives

Sample SGOs

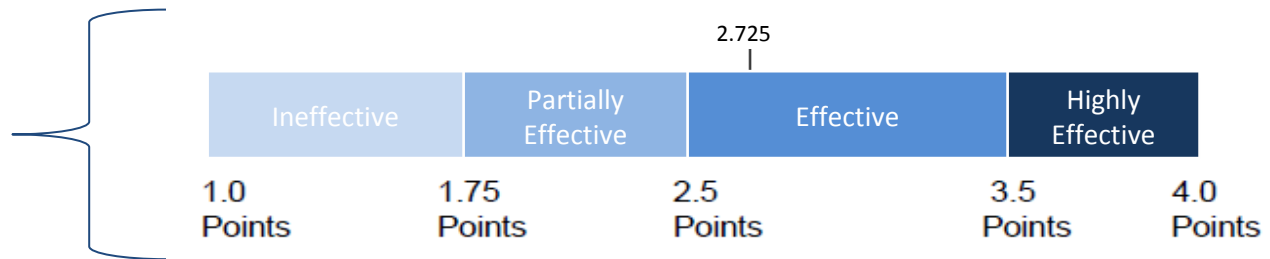
Subject	Assessment	For teacher to earn a rating			
		Level 4	Level 3	Level 2	Level 1
Second Grade Lang. Arts	The Text Reading and Comprehension (TRC) assessment	90% of students increase at least 1 proficiency level	80% of students increase at least 1 proficiency level	70% of students increase at least 1 proficiency level	60% of students increase at least 1 proficiency level
Eighth Grade Visual Arts	Portfolio score using a district-created rubric assessing students' ability to draw from direct observation	90% of students increase at least 1 proficiency level	80% of students increase at least 1 proficiency level	70% of students increase at least 1 proficiency level	60% of students increase at least 1 proficiency level



Teacher Evaluation: *Summative Ratings*

Component	Raw Score	Weight	Weighted Score
Teacher Practice Eval. Instrument	3.0	X 50%	1.5
Student Growth Percentile	2.0	X 35%	.70
Student Growth Objective	3.5	X 15%	.525
Sum of the Weighted Scores			2.725

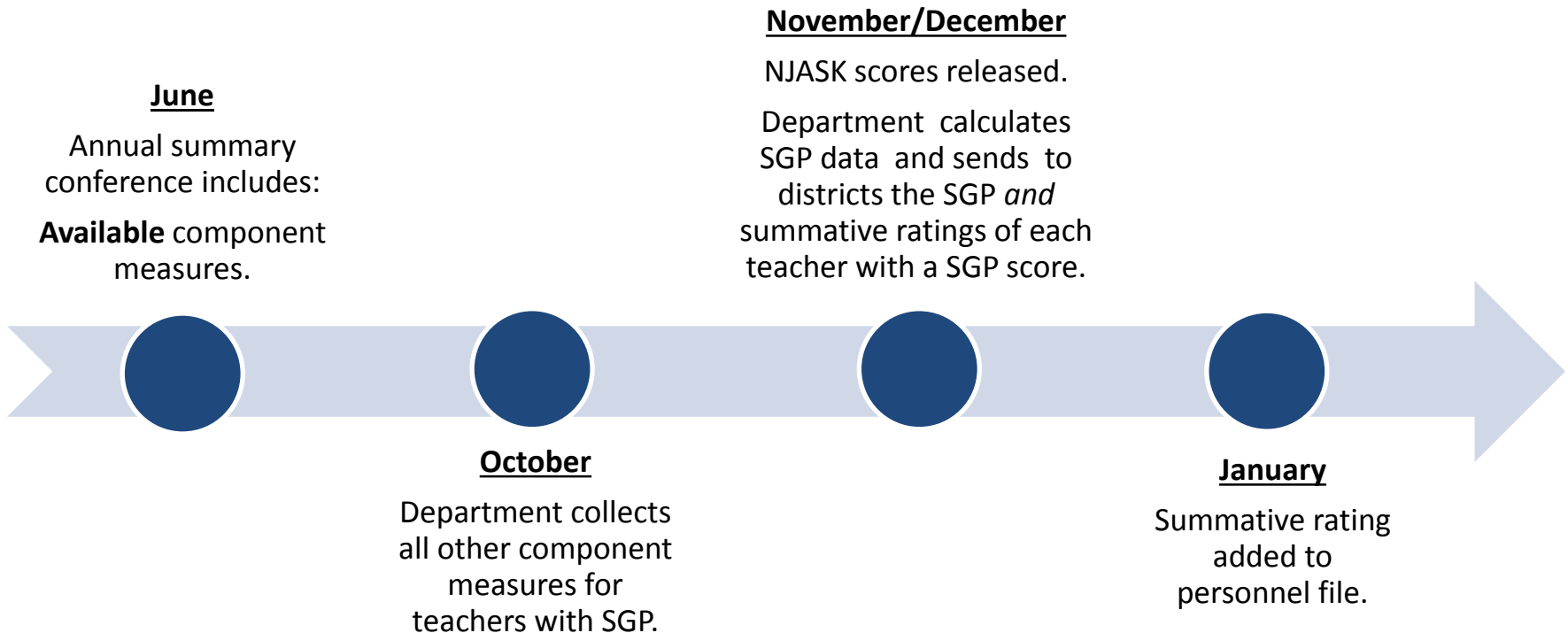
This is a sample scale. The NJDOE will determine the actual scale prior to September 2013.



**N.J.A.C.
6A:10-4.1**

Teacher Evaluation: *Summative Rating Timeline*

- At summative conference, all available component scores (i.e. teacher practice, SGO results) will be discussed.
- SGP data will be available on the following timeline.

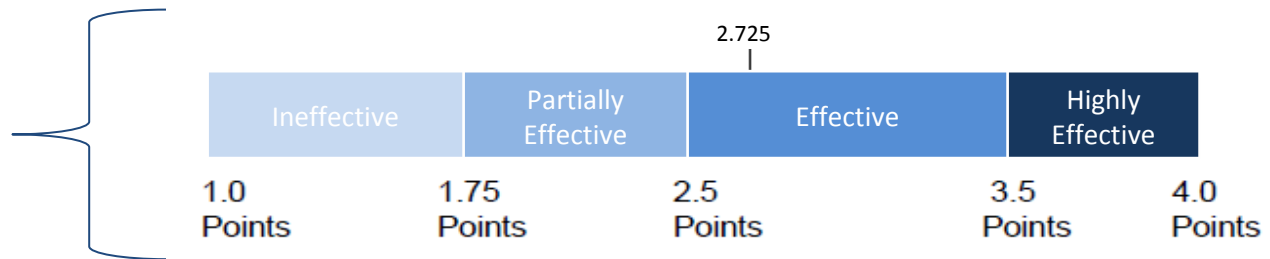


**N.J.A.C.
6A: 10-2.4**

Teacher Evaluation: *Summative Ratings*

Component	Raw Score	Weight	Weighted Score
Teacher Practice Eval. Instrument	3.0	X 50%	1.5
Student Growth Percentile	2.0	X 35%	.70
Student Growth Objective	3.5	X 15%	.525
Sum of the Weighted Scores			2.725

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



**N.J.A.C.
6A:10-4.1**

Levels of Performance for Observations, Marzano Causal Teacher Evaluation Model

Scales: continuum of teaching behavior that documents growth over time and can be used as a formative feedback tool or a summative assessment.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher gets 100% of students to the desired effect of the strategy by adapting/creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and monitors the majority of students to determine if the strategy has the desired effect.	The teacher uses the strategy correctly.	The teacher uses the strategy incorrectly or with parts missing.	The strategy was called for but not exhibited.

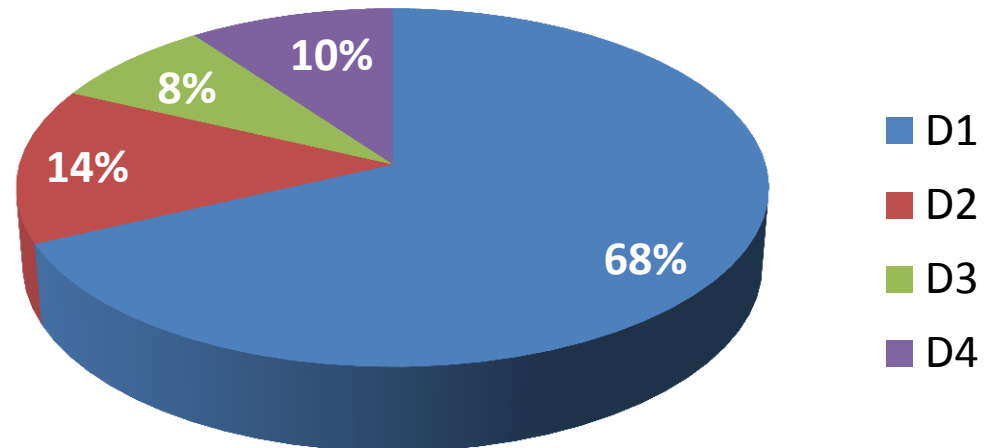
How do we determine a Verona teacher's total summative score on the Marzano scale?

How do we convert that to one of the state's four ratings (ineffective, partially effective, effective, highly effective) ?

Weighting System for Summative Score

- Recommended weight for each domain (60 total elements)

Domain 1	68%	41 Elements
Domain 2	14%	8 Elements
Domain 3	8%	5 Elements
Domain 4	10%	6 Elements



Overall Summative Rating vs. Performance Scale

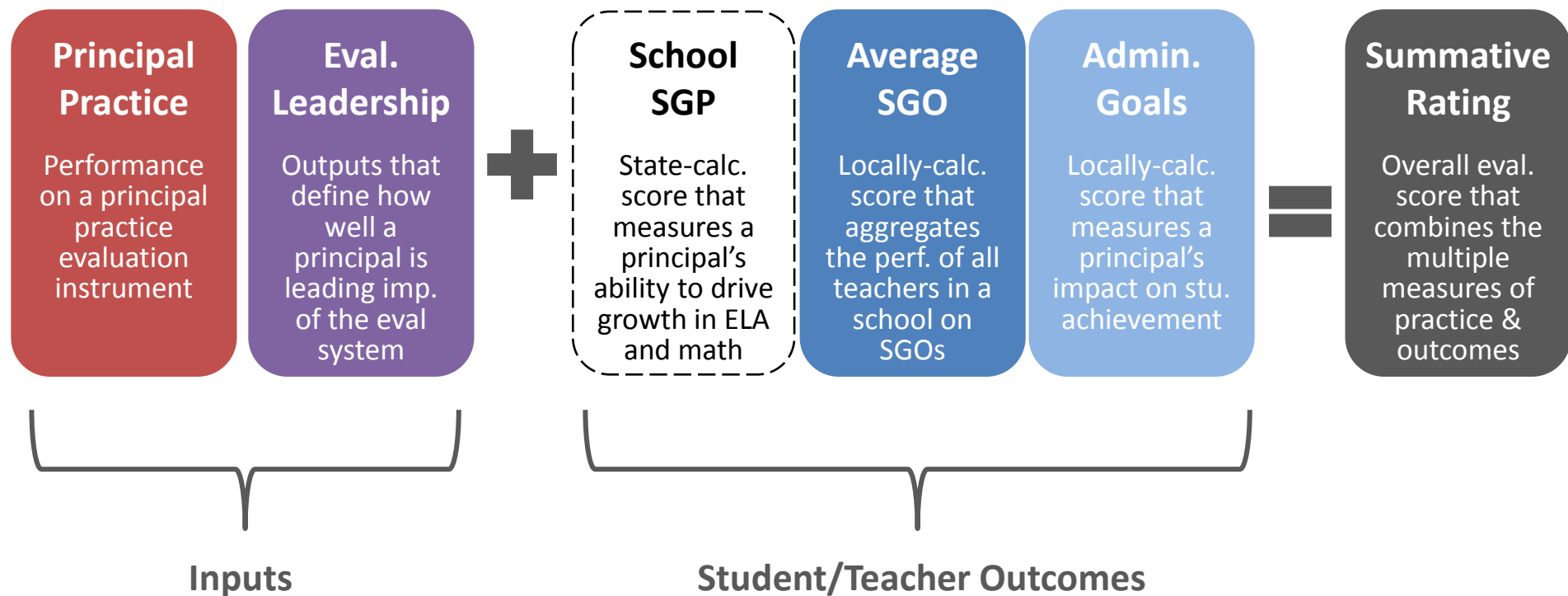
	Highly Effective	Effective	Partially Effective	Ineffective
Marzano	3.5-4	2.5-3.4	1.5-2.4	0-1.4
DISTRICT (TBD)			1-2?	

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher gets 100% of students to the desired effect of the strategy by adapting/creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and monitors the majority of students to determine if the strategy has the desired effect.	The teacher uses the strategy correctly.	The teacher uses the strategy incorrectly or with parts missing.	The strategy was called for but not exhibited.

Principal Evaluation Overview

Principal Evaluation: *Introduction*

- **New principal evaluation systems will include the following components:**

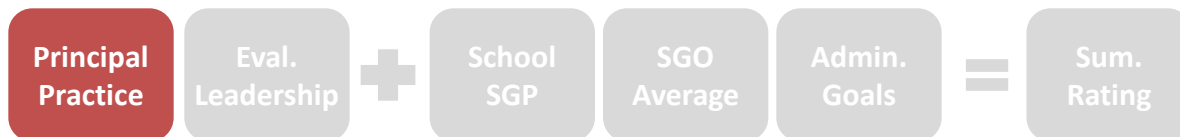


Principal Evaluation: *Principal Practice Component*

- **2 observations for tenured principals, 3 for non-tenured.**
- Observations may be completed **using a variety of information sources.**
- Observations conducted with lens of **principal practice instrument, which is locally-adopted.**

Options may include:

- School walkthrough
- Case studies
- Observation of staff meeting, school assembly
- Parent conference observation
- Teacher conference observation



*N.J.A.C.
6A:10-5.4*

Other TEACHNJ Requirements

School Improvement Panel: *Teacher Member*

Composition and Selection

TEACHNJ	Details in Proposed Code (N.J.A.C. 6A:10-3)
Will be composed of principal, AP/VP, and teacher that is approved in collaboration with the majority representative.	Principal chooses all members and may appoint additional members as long as all members meet criteria in TEACHNJ & the teacher(s) on panel represent at least 1/3 total membership.
Person with a demonstrated record of success in the classroom.	Beginning in academic year 2015-16, this means a rating of effective or highly effective in the most recent available summative rating .
Chosen in consultation with majority representative.	Majority representative submits list of nominees; principal is not bound by list and teacher serves full year.

N.J.A.C.
6A:10-3.1

School Improvement Panel: *Teacher Member*

Is teacher allowed to perform observations?

TEACHNJ
Must have agreement of majority representative to evaluate other teachers.
Evaluations include observations conducted by an individual possessing a school administrator or supervisory certificate.

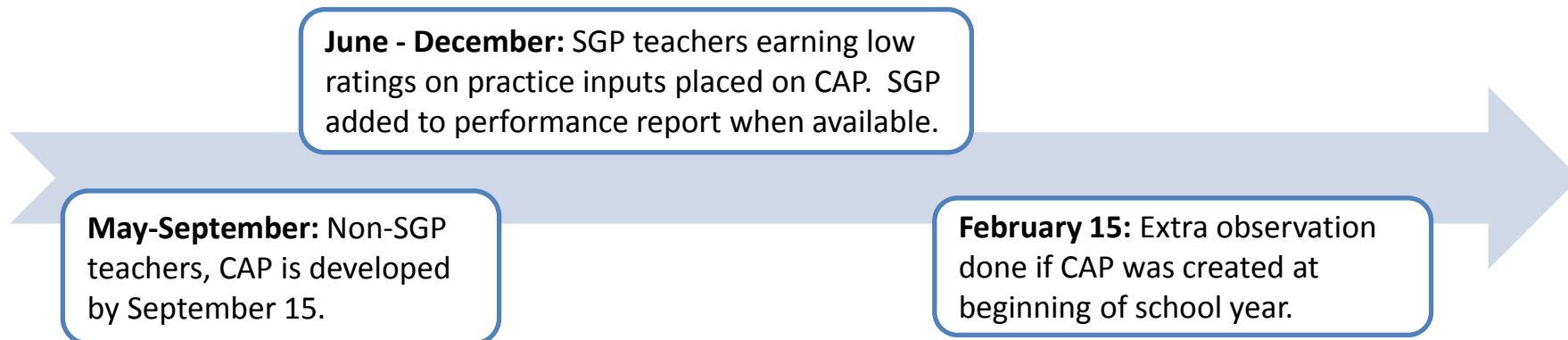


Details in Proposed Code (N.J.A.C. 6A:10-3)
Agreement of majority representative and principal approval to conduct observations for the purpose of evaluation.
Teachers conducting observations for the purpose of evaluation must have a supervisory certificate and cannot also be a mentor.

**N.J.A.C.
6A:10-3.2**

Corrective Action Plan

10-2.5 Corrective Action Plan for all teaching staff



Content:

- Needs, goals, and timeline
- Responsibilities
- Replaces individual PD plan but not required PD identified by supervisor

Monitoring Progress:

- Discussed and documented
- Evidence of progress does not guarantee a better rating
- Mid-year evaluation: additional observation and conference
- Multiple observers

*N.J.A.C.
6A:10-2.5*

Still to be determined...

- Will special education teachers of math/lang arts grades 4-8 fall under 50/50 or 85/15 evaluation requirements? (up to the district)
- What will SGO's look like?
- What about teachers who teach tested AND non-tested subjects in grades 4-8?