

# Teacher Evaluation System: Support and Readiness for Success

New Jersey Department of Education Evaluation Changes

Fall 2016

# Paterson Public Schools

## *Our Mission:*

To prepare each student for success in the college/university of their choosing and in their chosen career

## *Our Vision:*

To be the leader in educating New Jersey's urban youth

# Our Emphasis

## Objective:

- To ensure within the professional development session today, 100% of the participants can identify/use five changes within the evaluation system, as measured by the accurate completion of reflection tasks.

## Demonstration of Learning (DOL):

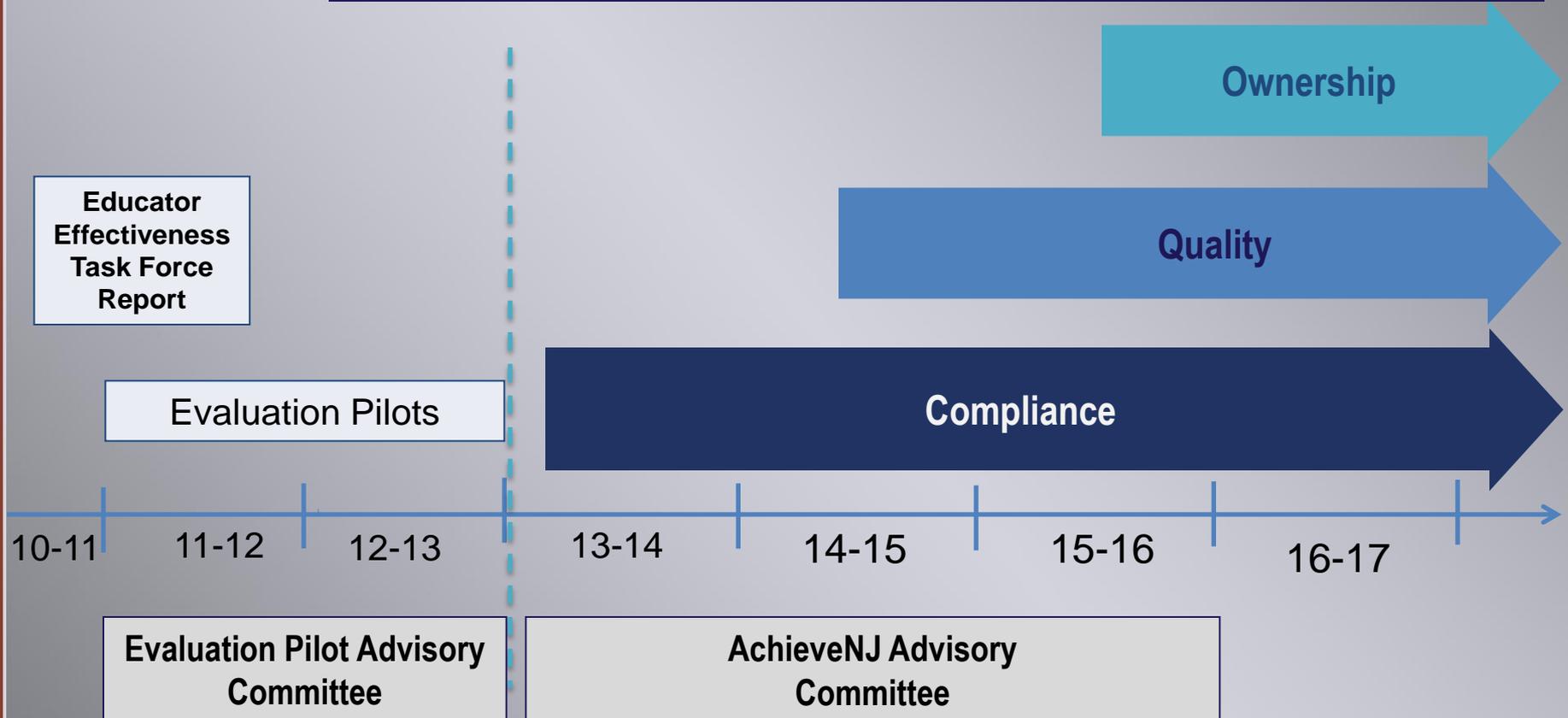
- Given the reflective tasks, list and explain at least five changes for the evaluation system.

# Context for Teacher Evaluation System Changes

- AchieveNJ, developed **collaboratively**, has finished its **third year**.
- In May 2016, New Jersey Department of Education proposed **enhancements** that will address some **common challenges**. These proposals are intended to **clarify, align** and **simplify** evaluation process while providing districts **increased flexibility** to engage in **high impact best-practices**, and **promote innovation**.
- Having completed a two-month listening tour across the state, NJDOE proposed several **small amendments** to the proposed regulatory changes that will further **enhance rules** around educator effectiveness.
- Based on the amendments, our District made revisions and updates to the Teacher Evaluation System and the Teacher Evaluation Guidebook

# Educator Evaluation and Support System

## TEACHNJ Act



# Federal and State Theory of Action

Improved  
Evaluation  
System

Improved  
Educator  
Quality

Improved  
Student  
Outcomes

# Comparison: Traditional and Evidence-Based Observations

Traditional Observations	Evidence-Based Observations
<ul style="list-style-type: none"><li>• Single time point for classroom observation</li></ul>	<ul style="list-style-type: none"><li>• Multiple time points for classroom observation</li></ul>
<ul style="list-style-type: none"><li>• Use of “checklist” tools (strengths/weaknesses, yes/no)</li></ul>	<ul style="list-style-type: none"><li>• Use of rubric that defines instructional improvement on a continuum</li></ul>
<ul style="list-style-type: none"><li>• High performance ratings given to almost all teachers</li></ul>	<ul style="list-style-type: none"><li>• Variations in performance ratings among teachers</li></ul>
<ul style="list-style-type: none"><li>• Does not include student outcomes</li></ul>	<ul style="list-style-type: none"><li>• Links teacher effectiveness to student performance</li></ul>

# Use of the Evaluation Guidebook

The evaluation process is *collaborative* and intended to *promote excellence* amongst teachers and administrators, thereby impacting *positive* outcomes for students.

The evaluation process is focused on *continual improvement* based on *clear expectations* and *objective data*, in which competence is verified, strengths are assessed, and excellence is acknowledged.

# Use of the Evaluation Guidebook

## Teacher's Role:

- Know and understand the *Professional Educator Performance Standards*.
- Understand the New Jersey Teacher Evaluation Process (TEACHNJ/AchieveNJ).
- Prepare for and **fully** participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to Professional Educator Performance Standards and progress in attaining goals.
- Develop and implement strategies to improve professional performance/attain goals in areas individually or collaboratively identified.

# Use of the Evaluation Guidebook

## Administrator's Role:

- Know and understand the *Professional Educator Performance Standards*.
- Participate in training to understand and implement the New Jersey Teacher Evaluation Process (TEACHNJ/AchieveNJ).
- Supervise the New Jersey Teacher Evaluation Process and ensure that **all** steps are conducted according to the approved process.
- Identify the teacher's strengths and areas for improvement and make quality recommendations for improving performance.
- Ensure the contents of the teacher observations and summative rating forms contain accurate information and accurately reflect **all** of your teacher's performance.
- Develop and supervise implementation of corrective action plans as jointly appropriate.

# Use of the Evaluation Guidebook

## District Administrator's Role:

- Know and understand the *Professional Educator Performance Standards*.
- Provide and structure consistent training models to support the understanding and implementation of the New Jersey Teacher Evaluation Process (TEACHNJ/AchieveNJ).
- Monitor and guide the New Jersey Teacher Evaluation Process and ensure that **all** steps are conducted according to the approved process.
- Reinforce and support expectations for identifying teacher's strengths and areas for improvement and share exemplars on quality feedback for improving performance.
- Monitor and verify teacher observations and summative rating forms contain accurate information and accurately reflect **all** of your teacher's performance.
- Provide oversight and guidance on the development and supervise implementation of corrective action plans as jointly appropriate.

# Teacher Evaluation: NJDOE Change #1

## NJDOE: Streamlined Minimum Teacher Observation Requirements

Number of Observations for tenured teachers were 3 required observations. By using two observations more time can be spent on providing feedback during conferences, supporting PLCs and other collaborative teams, and working more intensively with new and struggling teachers.

### District Response:

The District has now adopted the use of two observations for tenured staff members.

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

# Teacher Evaluation: NJDOE Change # 2

## NJDOE: Flexible Option for Evaluating Highly Effective Teachers

A teacher's standard observations may be replaced by a portfolio of practice based on one of the following:

- Reflective Practice Protocol
- Coaching a clinical intern
- Participating in the National Board Certification process

For the 2016-17 school year, only tenured teachers rated *Highly Effective* on their most recent summative evaluation may use this option as a replacement for one of their required standard observations.

## District Response:

The District will **NOT** adopted the use of Flexible Option for evaluating effective teachers for the 2016-2017 School Year.

# Teacher Evaluation: NJDOE Change # 3

**NJDOE: Aligned Corrective Action Plan (CAP), Professional Development Plan (PDP) and Student Growth Objective (SGO) Deadlines – October 31**

Educators have reported that the current deadlines for developing or finalizing PDPs and CAPs are too tight. For SGO development, the Department specifically set an October 31 deadline recognizing that teachers need to gather baseline information about their students prior to setting meaningful goals for them.

## **District Response:**

The District will use the October 31<sup>st</sup> date to meet completion timelines for CAP, PDP, and SGO.

# Teacher Evaluation: NJDOE Change # 4

## NJDOE: Aligned Administrator SGO Training and District SGO Policy

Since 2013, AchieveNJ regulations have specified training and policy requirements in most but not all important areas of evaluation. Therefore, beginning in 2016-17, all administrators conducting evaluations must receive annual training on each component of the evaluation rubric including SGOs. Training on SGOs is currently only required for teachers.

### District Response:

The District will continue to provide SGO training. Specific training on SGO relative to content area will be supported through Academic Services.

# Teacher Evaluation: NJDOE Change # 5

## NJDOE: More Flexible Principal Evaluation

The Evaluation Leadership Rubric, currently weighted at 20 percent of the evaluation for principals, APs and VPs, was initially designed to highlight the roles and responsibilities of leaders implementing a new evaluation system. However, principals and their supervisors have shared concerns that this rubric may not provide the same value as it did in the initial years.

### District Response:

The District will **NOT** remove the use of the Evaluation Leadership Rubric for the flexible principal evaluation.

# Teacher Evaluation: NJDOE Other Changes

## NJDOE: Co-Observation and Multiple Observers

- Co-observations are meant to be training activities for administrators
- Multiple observers are for enhancing the observation process for teachers

## District Response:

The use of co-observers are meant for training opportunities for calibration amongst observers.

The District currently uses multiple observers to ensure teachers are observed through multiple lenses.

# Teacher Evaluation: NJDOE Other Changes

## NJDOE: Corrective Action Plan (CAP)

- CAPs may be updated to reflect changes in progress, position or role.
- Observations may not occur between receipt of summative score and implementation of a CAP. Clarifies that an evaluative observation may not occur until after the supports associated with a CAP are put into place.

## District Response:

CAPs may be updated to reflect changes and progress toward goals.

# Teacher Evaluation: NJDOE Other Changes

## NJDOE: Post Conference

- Post-observation conference must be held prior to further evaluative observations. Clarifies that an educator should receive feedback on their practice and have a chance to reflect upon and take action on that feedback prior to being observed again.

## District Response:

Post-observation conferences must be held for all observations.

# Teacher Evaluation: NJDOE Other Changes

## NJDOE: Distribution of State Student Assessment Data

- Districts must have policies and procedures in place for prompt distribution of state student assessment data to appropriate teaching staff members
- Ensure that teachers promptly receive information, so that it can inform instructional practice, student goals, SGOs and PDPs.

## District Response:

The District is currently examining policies and procedures for the prompt distribution of state student assessment data.

# Teacher Evaluation: NJDOE Other Changes

## NJDOE: District Evaluation Advisory Committee (DEAC)

- Provides extra time for the Department to conduct research to determine whether a DEAC should continue as a requirement.
- DEACs will continue to be required through 2017-18 school year.

## District Response:

The District has an active District Evaluation Advisory Committee in place.

# Additional Resources:

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

NJDOE-sponsored website providing comprehensive guidelines on the evaluation system

# Questions?

Find out more:

[www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ)

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