

Newark Board of Education Teacher Evaluation Guide

**A GUIDEBOOK FOR STAFF & ADMINISTRATORS
2021-2022**

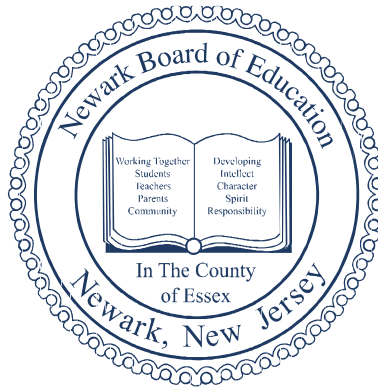


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LETTER FROM THE SUPERINTENDENT

Dear Colleagues,

I want to emphasize my belief in the power of teachers to nurture, spark, and develop the passion for learning in our students. Teachers have the most direct impact on daily learning in every classroom throughout the city. The influence of teachers can only continue to grow stronger with quality coaching and support from our administrators. Therefore, it is important to highlight the role that administrators have on the development of students. These two groups, working together, will continue the growth and education of our children. The Framework for Effective Teaching Guidebook outlines the process through which administrators in the Newark Board of Education support and evaluate teachers in their professional practice.

Teachers in Newark are evaluated using the Framework for Effective Teaching, which has been revised in consultation with the Newark Teachers Union. We believe this updated framework results in an improved evaluation of a teacher's practice over the course of the school year because it is informed by class observations, student outcomes and professional behavior. The Competencies and Indicators of the framework describe the actions that effective and highly effective teachers possess to move students toward mastery of standards and college and career readiness. Consequently, the framework provides a roadmap for coaching as well as a measure for evaluation.

We have undertaken a coaching and evaluation model that calls for administrators to spend more time in classrooms with frequent visits and coaching sessions. This approach helps all teachers grow to their fullest potential. I am confident in our administrators' ability to continue that cycle of coaching and evaluation throughout the year.

This guidebook contains detailed information about the framework, its implementation, and the legal requirements created by TEACHNJ. I hope that you find the guidebook informative and useful. If you have questions you can always reach out to my evaluations team at evaluations@nps.k12.nj.us.

Best,

Roger León
Superintendent

INTRODUCTION

The purpose of the guidebook is to provide both a comprehensive resource of Newark Board of Education's (NBOE) evaluation policies and guidance as well as a quick-reference tool for specific questions. The guidebook outlines the components, requirements and promising practices for coaching and evaluating teachers. Within the guidebook, you will find the following information:

- **Overview of the Framework for Effective Teaching:** A detailed description of the rubric that serves as the foundation for evaluation in NBOE.
- **Teacher Evaluation in the Newark Board of Education:** A section describing our evaluation policies, processes, and best practices for conducting observations and evaluations.
- **Appendices of Resources and Tools:** A supplemental section including our detailed rubric of the Framework for Effective Teaching, a glossary of definitions, and Frequently Asked Questions (FAQs) to serve as a quick-reference guide.

Reader's Note: As most of the practices, policies, and guidelines are the same from previous years, we have indicated clearly any area which is new or an addition for the 2021-22 school year in this text box format.

While the guidebook is intended to be used as a resource for learning about the NBOE evaluation tools and processes, we recognize that questions or issues may arise that are not addressed here. The "Evaluation Resources" section of our NBOE website (<http://www.nps.k12.nj.us/evaluation/resources>) also contains up-to-date resources and tools to support you. Additionally, as always, your school administrators and Assistant Superintendents are excellent resources for your questions. Finally, you may always reach out to the Educator Effectiveness Office with your questions or feedback by emailing evaluations@nps.k12.nj.us. We would love to hear from you!

OVERVIEW OF THE NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Effective Teaching sits at the core of teacher evaluation and development in NBOE. (See Appendix A for the complete language of the Framework.) The Framework is intended to:

- *Serve as a tool for teacher feedback and development* by using clear, specific language to ensure targeted feedback for teacher growth;
- *Support instructional shifts* by focusing on fewer, clearer, and higher expectations for great teaching and by including explicit Indicators that reflect the expectations of the NJSLs
- *Set a high performance bar for teachers* by holding all of our educators to high standards; and
- *Articulate expectations clearly and concisely* by ensuring common understanding and expectations.

The Framework focuses on five Competencies that can help teachers get great results for their students, as outlined in the graphic below. In all five of these Competencies, the Framework sets high expectations that are aligned to the New Jersey Student Learning Standards (NJSLs) and focus on what students are learning, not just what the teacher is doing.



The Framework serves as the foundation for teacher evaluation, and as such it provides a structure for teachers to receive regular, effective feedback on their performance and support in continuing to develop their practice. The Framework for Effective Teaching provides a common language for instructional practice, as well as a philosophical approach to understanding and promoting great teaching and learning. It is a vision of instructional excellence, a roadmap for pursuing it, and a set of discrete practices that describe it. The Framework was developed as a common language and comprehensive approach to teacher professional learning across the career continuum – from pre-service teacher preparation through teacher leadership and beyond. This approach is grounded in a specific conceptualization of the profession, recognizes its complexity, and supports the pursuit of great teaching at every level

In this section, we review the Framework’s content in detail, including

- Common themes contained in the Framework;
- Unpacking the structure and content of the Framework;
- Linking the Framework to professional development.

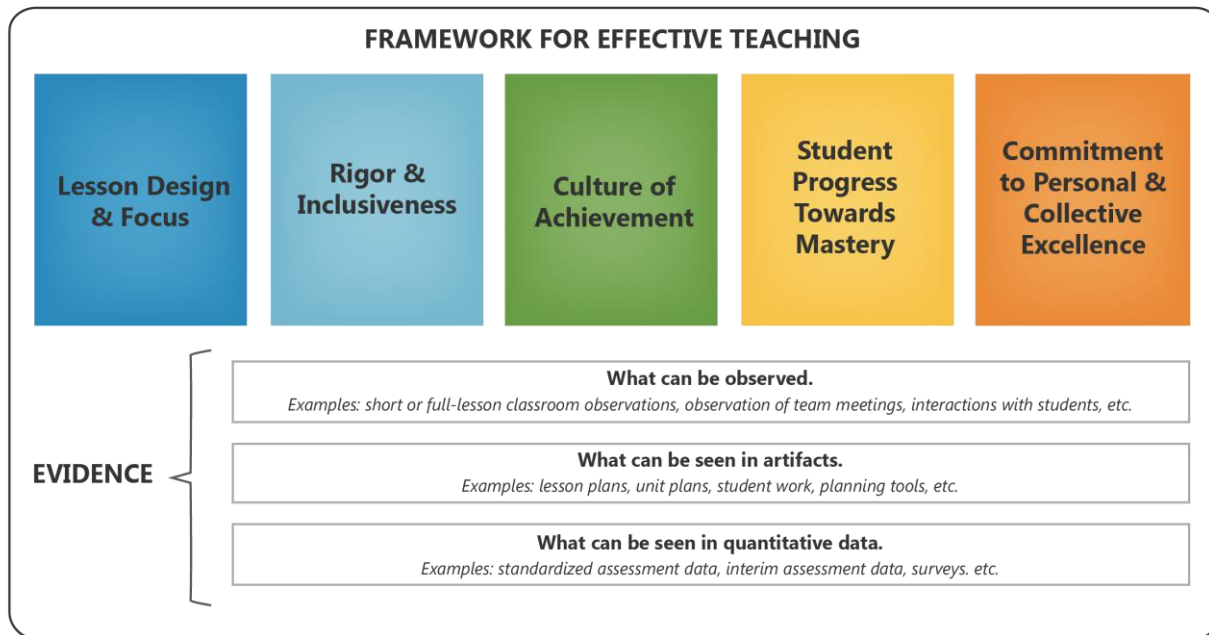
COMMON THEMES IN THE FRAMEWORK FOR EFFECTIVE TEACHING

When the Framework for Effective Teaching was developed for the purposes of evaluating teaching staff members, the district purposefully designed it with input from educators with the following themes in mind:

- **Teaching for student mastery:** The Framework focuses attention on both teacher behaviors and student actions that lead to student mastery of content. The Framework focuses not just on what is being taught, but whether or not students are actually learning the content and concepts presented.
- **High expectations:** The Framework requires that teachers hold high expectations for all students to achieve at high levels. This includes establishing learning goals that reflect the critical thinking skills that will put students on the pathway to college, providing evidence-based feedback to students, and effectively interacting with students to establish a culture and expectation that all students can and will master the content.
- **Elements observable in one lesson and over the course of the year:** NBOE recognizes that individual, discrete classroom observations do not provide a complete picture of a teacher's performance and students' success at mastering content. As such, the Framework articulates both behaviors that are observable in an individual classroom lesson as well as behaviors that are observable over the course of the school year. This over-time guidance allows teachers and observers to identify and assess teacher behaviors and student actions that, as they build over the course of the year, lead to student mastery.
- **Accommodating individual needs:** Teachers should tailor instruction to address the diverse needs of all students and move all students toward mastery. This requires that teachers build relationships with their students and learn how to motivate and engage all students. Many students have special needs, which may be intellectual, emotional or physical. Each type of difference suggests different accommodations, from selecting instructional goals and designing instruction, to interacting with students and designing classroom norms. The Framework allows for, and encourages, this differentiation as critical to a teacher's practice.
- **Alignment to New Jersey Student Learning Standards (NJSLS):** The Framework for Effective Teaching remains aligned to teacher strategies required for mastery of the NJSLS. This alignment is focused on the instructional techniques and not the specific content required when implementing the NJSLS.

TEACHER EVALUATION IN THE NEWARK BOARD OF EDUCATION

The Newark Board of Education’s evaluation system examines teachers’ mastery of the Framework in several different ways so that evaluations paint a complete picture of every teacher’s success. To that end, we focus on tangible actions or outcomes that can be *seen and/or measured* – through classroom observations, student work products, or student learning data.



As is shown in the graphic above:

- We consider what *can be observed*. This includes classroom observations, team meetings, interactions with students, and so on.
- We consider what can be *seen in artifacts*. This includes examining examples of the teachers’ and students’ work, such as unit or lesson plans, student work portfolios, planning tools, etc.
- We consider what can be *seen through quantitative data*, including but not limited to students’ progress on learning goals/SGOs set at the beginning of the year, interim assessments, and standardized tests.

Evaluators use what they have seen through all of these lenses to assign each teacher a score in each Competency, which leads to a single overall evaluation rating.

UNPACKING THE CONTENT OF THE FRAMEWORK

There have been modifications to the descriptor language for several indicators to improve clarity. Be sure to use the most up-to-date version of the Framework.

The structure of the Framework includes Competencies and, within each Competency, several Indicators.

Competencies

The five Competencies describe the overall expectations for each NBOE teacher. These Competencies, which are the core professional standards to which teachers will be held accountable, are:

- 1. Lesson Design and Focus:** Students sustain focus on a specific, standards-aligned objective that moves them toward mastery.
- 2. Rigor and Inclusiveness:** Instructional strategies challenge all students and provide multiple pathways to mastery.
- 3. Culture of Achievement:** A learning-focused environment of shared high expectations promotes mastery.
- 4. Student Progress Toward Mastery:** Students show evidence of, and teacher monitors, growth.
- 5. Commitment to Personal and Collective Excellence:** The teacher demonstrates commitment to excellence and to the profession growth of his/her school and peers.

Indicators

Indicators describe specific components or behaviors of the Competency. These may be visible during individual lessons or over the course of the year. For Competencies 1-4, there are both in-one-lesson Indicators and over-time Indicators. Competency 5 has only over-time Indicators.

The following graphic provides a more granular look at the structure of the Framework for Effective Teaching and the content of each of the Framework's Competencies.

NBOE FRAMEWORK FOR EFFECTIVE TEACHING 2021-2022

1. Lesson Design and Focus	
Students sustain focus on a specific, standards-aligned objective that moves them toward mastery	
<i>In one lesson....</i>	
1a. Lesson Sequence.	Individual, standards-aligned lessons build on previous lessons and on students' prior knowledge.
1b. Lesson Components.	Lesson components are standards-aligned and move students toward mastery of an objective that is aligned to essential understandings in the standards.
1c. Pacing and Momentum.	Teacher maximizes learning time.
1d. Clarity.	Teacher clearly and accurately communicates content and instructions.
<i>Over the course of the year...</i>	
1e. Coherent Planning.	Lesson plans are also standards-based, grade-level appropriate, and reflect work toward annual student achievement goals. Lesson plans are, when applicable, collaboratively developed with other staff who will be helping to implement the lesson plan
1f. Progression of Instruction.	Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.

2. Rigor and Inclusiveness
Instructional strategies challenge all students and provide multiple pathways to mastery.
<i>In one lesson....</i>
2a. Tailored Instruction. Teacher tailors instruction to move all students toward mastery.
2b. Questions & Tasks. Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.
2c. Responsiveness. Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.
2d. Precision & Evidence. Teacher and students require precision and evidence in tasks and responses.
<i>Over the course of the year...</i>
2e. Revisions. Student work includes revisions based on teacher and some peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.
2f. Depth of Knowledge. Lesson objectives, tasks and materials require students to demonstrate the following skills: <i>Recall & Reproduction; Basic Application of Concepts; Strategic Thinking; and Extended Thinking</i>
3. Culture of Achievement
A learning-focused environment of shared high expectations promotes mastery.
<i>In one lesson....</i>
3a. Enthusiasm for Learning. Students express satisfaction as they solve problems and master new material.
3b. Persistence. Students show persistence in confronting demanding concepts and tasks.
3c. Community. Classroom norms promote positive and productive teacher-student and student-student relationships.
3d. Attention. Teacher's strategies and routines capture and maintain student attention on learning.
<i>Over the course of the year...</i>
3e. High Expectations. The teacher fosters a classroom culture that is consistently one of high expectations and hard work and the teacher models excellence.
3f. Peer Accountability. Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.
4. Student Progress Toward Mastery
Students show evidence of, and teacher monitors, growth.
<i>In one lesson....</i>
4a. Checks for Understanding. Teacher consistently checks for understanding.
4b. Feedback. Teacher and students give and receive timely, specific, and constructive feedback.
4c. Demonstration of Learning. Students know more at the end of the lesson than they did at the start.
<i>Over the course of the year...</i>
4d. Using Data. Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning and instruction.
4e. Understanding of Growth. Teacher can articulate specifically (and with evidence) whether or not each student has met grade-level standards and, if not, what s/he still needs to learn.
4f. Progress Toward Goals. Data reflect that students are progressing toward mastery of the objectives of the focus areas, leading toward mastery of grade-level standards.
5. Commitment to Personal and Collective Excellence
The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.
<i>Over the course of the year...</i>
5a. Commitment to Continuous Improvement. Teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and actively engages in their own growth and development.
5b. Collaboration. Teacher contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into their own instruction.

5c. Communication of Student Progress. Teacher communicates student progress clearly and consistently to students, families, and school leaders.

5d. Attendance and Promptness. Teacher is present and prompt, and attendance reflects their focus on student learning as a priority.

Levels of Performance & Descriptor Language

The Framework identifies what each Indicator looks like in practice at four levels of performance. (See Appendix A for the rubric with this detail.) Descriptors identify evidence of the Indicator at each of four levels of performance: Highly Effective, Effective, Partially Effective, and Ineffective:

- **Highly Effective:** A Highly Effective teacher ensures exceptional rates of student growth. Such classrooms consist of a community of learners, with highly motivated and engaged students who assume considerable responsibility for their own learning. Highly Effective teachers have the knowledge, skills, and capacity to serve as models for other teachers. This performance level is reserved for teachers who are truly exceptional in their practice.
- **Effective:** An Effective teacher consistently meets the expectations set forth by the Framework. Effective teachers have a broad repertoire of strategies and activities to ensure students achieve mastery. Years of experience are not, in and of themselves, an Indicator of effectiveness. Students grow in effective teachers' classes.
- **Partially Effective:** A Partially Effective teacher may meet some expectations articulated in the Framework, but either does not meet all expectations or is inconsistent in meeting these expectations. Typically, there are clear areas where the teacher might improve his or her practice to achieve effectiveness. Partially Effective performance should not denote meeting expectations.
- **Ineffective:** An Ineffective teacher is not meeting expectations for teaching in NBOE. There are several clear areas where the teacher must improve his or her practice to achieve effectiveness. In some instances, performance at the Ineffective level represents teaching that is below the licensing standard of "do no harm." Immediate improvement is required for teachers at the Ineffective level to remain in NBOE.

There is no descriptor language for over-time Indicators. Instead, these Indicators are assessed by noting the frequency with which the teacher exhibits these behaviors. For overtime Indicators in Competency 1 - 4, ratings are: Consistently, Frequently, Sometimes, and Rarely.

- **Consistently:** The teacher's actions result in this behavior or outcome being consistently demonstrated throughout the school year. This behavior is standard operating procedure in the teacher's classroom or practice.
- **Frequently:** The teacher's actions result in this behavior being frequently demonstrated throughout the school year. Though there may be limited instances of conflicting evidence that demonstrate that this is not standard operating procedure in the teacher's classroom or practice, this behavior is generally the norm.
- **Sometimes:** The teacher's actions do not consistently result in the teacher or his or her students demonstrating this behavior throughout the school year. While there may be some evidence of this Indicator, it is not regular or consistent.

- **Rarely:** The teacher’s actions do not result in demonstration of this behavior. Where there is evidence of this behavior, it is rare and inconsistent.

Competency 5 outlines the minimum behaviors expected in the teaching profession. This is different in content and weighting from the other sections in the Framework because these Indicators have more to do with basic employment practice. Evidence of these Indicators is gathered from actions and behaviors seen in the school community and through other interactions with the teacher. Teachers are expected to meet these expectations. If teachers do not meet these expectations, there will be a negative effect on their overall annual rating. The four ratings are:

- **Exceeds Expectations:** The teacher consistently exceeds the baseline expectation for performance, as outlined in the rubric for the Framework, going above and beyond what is required or expected. This rating is reserved for the exceptional teacher.
- **Meets Expectations:** The teacher consistently meets the baseline expectations, as outlined in the Framework.
- **Slightly Below Expectations:** The teacher is inconsistent in meeting expectations in practice or frequency, as outlined in the Framework.
- **Significantly Below Expectations:** The teacher is not in compliance with the baseline expectation for performance, as outlined in the Framework.

For all of these ratings, principals should share with their staff a common understanding of these metrics so that everyone at the school site clearly understands the meaning of these ratings. Teachers should engage in these conversations with their administrators if they feel there is a lack of clarity about what is expected of them at the school site.

COMPETENCY DETAIL

Below is a detailed description of each Competency as well as key questions to consider for specific Indicators during observations. These questions are simply a starting point for observers; they are not meant to limit an observer’s assessment of a teacher’s performance.

Competency 1: Lesson Design and Focus

Competency 1 outlines how students sustain focus on a specific objective that moves them toward mastery. Competency 1 outlines behaviors that ensure students are focused on the right content, in the right order, at the right pace. Student mastery of NJSLs requires spiraling instruction to ensure that today’s learning builds on previous learning and prepares students for future learning. Competency 1 describes the expectations of the teacher focusing on the right content at the right time to bring the student to mastery of annual goals and objectives.

The Indicators in Competency 1 assess whether the teacher’s lesson design and execution is effective in focusing students on a clear and appropriate objective *today* while driving students towards mastery of grade level standards over time. Evidence of planning is observable in classroom observations and in planning documents like lesson plans and unit plans or year-long instructional plans. Competency 1 prompts educators to observe and discuss how lesson components are connected AND to examine lesson and unit plans (as prompted by over-time Indicators). While the assessment of the teacher’s content knowledge is not explicit in the Framework, the teacher’s knowledge is apparent through the strategies they employ to teach the lesson and the clarity with which they communicate content.

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>1a. Lesson Sequence: Individual standards-aligned lesson builds on previous lessons and on students' prior knowledge.</p> <p>1b. Lesson Components: Lesson components are standards-aligned and move students toward mastery of an objective that is aligned to standards.</p> <p>1c. Pacing and Momentum: Teacher maximizes learning time.</p> <p>1d. Clarity: Teacher clearly and accurately communicates content and instructions.</p> <p><i>Over the course of a year:</i></p> <p>1e. Coherent Planning: Lesson plans are also standards-based, grade-level appropriate, and reflect work toward annual student achievement goals. Lesson plans are, when applicable, collaboratively developed with other staff who will be helping to implement the lesson plan.</p> <p>1f. Progression of Instruction: Lesson objectives fit into a larger coherent sequence that leads to student mastery of the appropriate standards.</p>	<p>Is the lesson, and sequence of lessons, targeting areas of focus that are standards-aligned?</p> <p>Does the lesson teach the right content at the right time?</p> <p>Does the daily lesson connect previous learning to the new learning goal?</p> <p>Do lesson components flow naturally and build on one another?</p> <p>Is time well spent?</p> <p>Is information communicated clearly?</p> <p>Can students understand and summarize what the teacher is teaching?</p> <p>When applicable, are lessons collaboratively developed with a co-teacher, teacher aide, or other instructional staff present during the lesson?</p>

Competency 2: Rigor & Inclusiveness

Competency 2 outlines how instructional strategies challenge all students and provide multiple pathways to mastery. Competency 2 articulates expectations for the rigor of the teacher's instruction, the learning demands on students, and the strategies the teacher uses to deliver content. Rigor is not about making things more difficult, but rather challenging all students to be inquisitive, thorough, and precise so that they fully understand what is being taught. Building a rigorous classroom includes the teacher demanding precision in student responses and discussion and holding students accountable for providing evidence of their reasoning.

In addition to ensuring a rigorous classroom, Competency 2 also articulates characteristics of an inclusive classroom. This means that the teacher tailors instructional strategies to meet the learning needs of all students and holds all students to a high standard.

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>2a. Tailored Instruction: Teacher tailors instruction to move all students toward mastery.</p> <p>2b. Questions & Tasks: Questions and tasks ensure student comprehension and ask for application, analysis, and/or synthesis.</p> <p>2c. Responsiveness: Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.</p>	<p>Does the teacher use effective strategies to ensure students master content?</p> <p>Does the teacher use and adapt strategies, such as Universal Design for Learning, to reach all students?</p> <p>Are all students doing challenging work that will result in either student growth or student mastery of concept/skill?</p>

<p>2d. Precision & Evidence: Teacher and students require precision and evidence in tasks and responses.</p> <p><i>Over the course of a year:</i></p> <p>2e. Revisions: Student work includes revisions based on teacher and some peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.</p> <p>2f. Depth of Knowledge: Lesson objectives, tasks and materials require students to demonstrate the following skills: Recall & Reproduction; Basic Application of Concepts; Strategic Thinking; and Extended Thinking.</p>	<p>Do the teacher’s questions and tasks promote thinking and understanding?</p> <p>How does the teacher respond if students misunderstand?</p> <p>Do the teacher’s instructional strategies promote productive, evidence-based, discussions among the students?</p>
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Competency 3: Culture of Achievement

Competency 3 outlines how a learning-focused environment of shared high expectations promotes mastery. The most effective classrooms have strong classroom cultures, and research shows that positive classroom culture is a strong pre-condition for learning. Classroom culture in the Framework is focused on three elements:

- Explicit, positive interpersonal norms: Norms of the classroom promote healthy relationships and positive classroom community agreements.
- Rigorous instruction that builds students’ abilities to persist through difficult concepts and tasks.
- Strong processes that maximize instructional time: Teacher employs strategies and routines that minimize disruptions and maximize learning time.
- Joy in learning: While students must be held to high, rigorous standards for learning, the Framework also calls for the teacher to cultivate a positive classroom environment in which students enjoy learning.

In one lesson, evidence will include how students treat one another and the teacher in addition to how much time is spent on task. Over time, evidence includes classroom norms, routines, and assessments of how students feel about the classroom. Competency 3 also describes how the teacher is responsible for modeling the core values of the classroom, school, and district for students through the teacher’s behavior. The Framework does not include an explicit Indicator assessing the teacher’s management of the physical space in the classroom. However, evidence of this priority is considered as the teacher’s lesson design is assessed. Thoughtfully designing lesson components and planning for pacing and momentum includes intentionally using space to maximize learning. Taken together, these elements indicate a strong, learning-focused culture of high expectations in which students hold themselves and each other accountable for their learning.

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>3a. Active Engagement in Learning: Students express satisfaction as they solve problems and master new material.</p> <p>3b. Persistence: Students show persistence in confronting demanding concepts and tasks.</p> <p>3c. Community: Classroom norms promote positive and productive teacher-student and student-student relationships.</p> <p>3d. Attention: Teacher’s strategies and routines capture and maintain student attention on learning.</p> <p><i>Over the course of a year:</i></p>	<p>Does the classroom culture promote learning and positive relationships?</p> <p>Does the classroom culture address the academic, social, and emotional needs of students?</p> <p>Do students demonstrate a love of learning?</p> <p>Are classroom norms and relationships conducive to learning?</p> <p>Does the teacher keep students focused on learning?</p>

<p>3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work.</p> <p>3f. Peer Accountability: Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.</p>	<p>Does the teacher use restorative practices, when applicable, to maintain a climate of high expectations for students?</p>
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Competency 4: Student Progress toward Mastery

Competency 4 outlines how students show evidence of, and the teacher monitors, growth. In NBOE, teachers are accountable for whether or not students learn – which is the ultimate focus of our role as educators. Competency 4 outlines mechanisms for identifying whether students are learning, in one lesson and over the course of the year.

While NBOE will always hold our students to high expectations and work towards ensuring career and college readiness for all students, we also recognize that some students may enter classrooms behind grade-level. With this in mind, Competency 4 does not always require evidence that students master *grade-level* content, but there must be evidence of significant student *growth*, which may include mastery of grade-level content, progression toward mastery, or in some cases, mastery of content beyond the students’ current grade level. Competency 4 not only calls for a teacher to measure and track students’ growth and progress, but to share that information with families and other stakeholders. In one lesson, this could be exit tickets, journals, quizzes, and verbal ways of assessing student mastery. Over time, this includes progress toward meeting student learning goals (otherwise known as Student Growth Objectives), progress on standardized tests where applicable, and other ways of assessing student learning.

Students and their teachers should both be receiving constructive feedback that allows them to leverage their strengths and improve in the areas needing development. When done well, constructive feedback should be specific and focused, based on what is observable (rather than assuming anything about attitude or motivation) and include specific direction on how to make improvements if some are needed.

Teachers will develop the Individual Professional Development Plan (IPDP) or Corrective Action Plan (CAP) with their administrators to articulate a set of student learning goals (SGOs) and strategies to assess progress towards those goals throughout the year. The over-time Indicators of Competency 4 will be assessed based on students’ progress toward goals, including, but not limited to, those outlined in the IPDP or CAP.

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>4a. Checks for Understanding: Teacher consistently checks for understanding.</p> <p>4b. Feedback: Teacher and students give and receive timely, specific, and constructive feedback.</p> <p>4c. Demonstration of Learning: Students know more at the end of the year than they did at the start.</p> <p><i>Over the course of a year:</i></p> <p>4d. Using Data: Teacher tracks assessment data to understand each student’s progress toward mastery and uses results to guide planning and instruction.</p> <p>4e. Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has met grade-level standards and, if not, what they still need to learn.</p>	<p>Does the teacher have strategies in place to continuously and consistently check for understanding?</p> <p>Does the teacher use this data to modify the instructional approach and plan as needed?</p> <p>Do students receive effective feedback to help them improve?</p> <p>Do the students learn? Do the students “get it”?</p> <p>Do the students demonstrate growth?</p>

4f. Progress Toward Goals: Data reflects that students are progressing toward mastery of the objectives of the focus areas, leading toward mastery of grade-level standards.

Competency 5: Commitment to Personal and Collective Excellence

In schools where teachers collaborate and push each other, students grow. The teacher’s commitment to this growth is assessed in Competency 5 through over-time Indicators. Specifically, the Indicators articulate expectations for the teacher to prioritize the continuous improvement of his or her own practice and that of his or her peers. Recognizing that students will not learn if teachers are not present, Competency 5 also includes the extent to which a teacher’s attendance and punctuality demonstrate his or her commitment to students’ learning and mastery.

Competency 5 articulates baseline expectations of professional behavior in any field and compliance with basic employment policies, rather than a standard to which teachers should aspire. This is the only instance in the Framework where strong performance will only slightly advance a teacher’s rating, but poor performance will lower a teacher’s overall rating.

Indicators	Key Questions
<p><i>Over the course of a year:</i></p> <p>5a. Commitment to Continuous Improvement: The teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and actively engages in their own growth and development.</p> <p>5b. Collaboration: The teacher contributes ideas and expertise to further colleagues’ and the school’s growth and incorporates productive insights into their own instruction.</p> <p>5c. Communication of Student Progress: Teacher communicates student progress clearly and consistently to students, families, and school leaders.</p> <p>5d. Attendance and Promptness: The teacher is present and prompt and attendance reflects their focus on student learning as a priority.</p>	<p>Is the teacher aware of his/her strengths and growth areas?</p> <p>Does the teacher seek and incorporate feedback into his/her practice?</p> <p>Does the teacher seek ongoing growth and development?</p> <p>Does the teacher contribute to colleagues’ and school improvement?</p> <p>Is the teacher consistently present and on time?</p>

LINKING THE FRAMEWORK TO PROFESSIONAL DEVELOPMENT

We know that evaluation is about much more than just a rating. We believe that the evaluation process, and the feedback from coaching and support that comes through observations and evaluation conferences, are tools that help teachers grow at every stage of their careers. Together, we can achieve our goal of college and career readiness for every NBOE student.

As such, the Framework for Effective Teaching serves as the basis for teachers' professional development by providing a common language through which all teachers can assess their performance and identify areas for improvement. In the same way that great teachers differentiate instruction for their students, school and district administrators should provide individualized feedback and support for their teachers. Administrators should:

- Discuss and collaboratively plan the teacher's professional development for the year, focusing on growth areas aligned to the Framework and grounded in student learning goals.
- Hold regular conversations, grounded in the Framework, to discuss and reflect on strengths and growth areas as well as assess progress towards student goals.
- Provide timely, honest, accurate, specific, and actionable feedback tailored to individual growth areas and student outcomes.
- Provide time for teachers to meet in teams to collaboratively plan for improvement.
- Differentiate professional development and support based on each educator's needs. Professional development can take many forms, including but not limited to formal training, mentoring, coaching, modeling, observing an effective teacher, co-planning, and collaboratively reviewing student work and data. Administrators and teachers should work together to identify the content and format that best meets each educator's needs.

With the implementation of the Framework for Effective Teaching, NBOE is committed to ensuring that teachers are supported to improve their instruction and ensure mastery with all students.

OVERVIEW OF EVALUATION REQUIREMENT AND PROCESS

This section outlines the process for teacher evaluation, in alignment with state requirements and best practices. We describe in detail the components of evaluation—some required, others recommended—for this school year, including the timing and scoring of various components. We also include a brief overview of Whetstone—the online evaluation system used in NBOE.

The Framework for Effective Teaching allows administrators to assess a wide variety of evidence in determining whether or not a teacher is meeting expectations and if their students have met the student learning goals/SGOs. This means that observations are not the only mechanism by which observers can collect evidence of these Indicators. Indeed, student learning data, student work, and other artifacts of the teacher's practice allow the administrator and the teacher to have a more complete picture of the teacher's effectiveness across all five Competencies. These different sources of evidence should inform the four major components of the teacher evaluation process:

- **Goal-Setting Conferences** to develop student learning goals/SGOs and professional development goals which are captured on the Individual Professional Development Plan (IPDP) or Corrective Action Plan (CAP);
- **Classroom Observations**, including pre-observations (as appropriate) and post-observation conferences;
- **Mid-Year Review Conferences** to examine evidence and data to assess progress towards student learning and professional development goals; and
- **Annual Evaluations** to examine all evidence and assign final ratings. Each of these activities is described in greater detail below. Please also refer to Appendix D for an overview of the suggested timeline for this work.

Goal-Setting Conferences

Teachers and administrators should start the yearly evaluation process with a goal-setting conference which will focus on setting both specific student learning goals, also called Student Growth Objectives (SGOs), and professional development goals for the teacher.

In this meeting, administrators and teachers will collaboratively identify the student learning goals they would like to achieve during the school year and how progress towards those goals will be measured. In order to set appropriate student learning goals, administrators and teachers should review the areas of focus for each of the teacher's classes or groups of students, aligned to the standards and/or curricular objectives for each group. Administrators and teachers should review where the students are starting the year based on available data, then discuss and agree on what students will be able to demonstrate by the end of the school year in order to show progress toward mastery of the focus area. Administrators and teachers should also discuss strategies and tools to track student progress toward the goal.

In addition to student learning goals, administrators will also support teachers in crafting and finalizing their professional growth goals, including plans and strategies for meeting those goals. The goals identified in this conversation are not the only areas on which the teacher should focus for the year but represent high leverage areas on which the teacher can improve to drive student learning.

Both the student learning and professional development goals are captured in the teacher's Individualized Professional Development Plan (IPDP) or Corrective Action Plan (CAP).¹ Teachers and administrators must collaboratively complete the IPDP or CAP forms, with the final document completed online in the Whetstone system.

¹ N.J.A.C §§ 6A:9-3.3, 15.4 and § 6A:10-2.5.

- **IPDPs** should be completed in Whetstone, signed by the administrator and teacher, with a hardcopy kept on file at the school site, by October 29th. IPDPs are required for all teachers who fall into one of the following categories:
 - New to the district in the 2021-2022 school year, or
 - Received an Effective or Highly Effective on their Annual Summative rating in the 2020-2021 school year.
- **CAPs** replace the IPDP for teachers who received a Partially Effective or Ineffective on their Annual Summative rating in the 2020-2021 school year. The content of the CAP closely resembles the content of the IPDP but is more robust to ensure struggling teachers receive the necessary support for their growth. CAPs must be completed in Whetstone, signed by the administrator and teacher, with a hardcopy kept file at the school site, by October 29th.

By completing the IPDP or CAP during the goal-setting conference at the start of the year, teachers and administrators will have a shared tool to use in communicating about goals and anticipating growth areas. The IPDP or CAP should serve as a reference document for other evaluation conferences, feedback discussions, and professional development throughout the year.

Classroom Observations

Formal observations require the identification of specific, tangible evidence related to teacher practice and student outcomes. Comparing evidence and data to objective benchmarks in the Framework’s rubric allows both the teacher and the observer to make evidence-based judgments about the quality of instruction. This section describes the observation process, including activities in the following areas: 1) minimum requirements for observations; 2) pre-observation conferences; 3) formal observations; and 4) post-observation conferences.

Minimum requirements for observations

Observers are encouraged to observe teachers engaging in instruction as often as they think is helpful for the purposes of both providing feedback for the teacher’s development and collecting evidence to assign ratings at the mid-year review and annual evaluation. The frequency of observations may vary depending on the teacher’s development needs and the availability of sufficient evidence. There is no limit to the number of formal observations that can occur over the course of the year; observers may conduct as many as is necessary or helpful. However, the state does set minimum requirements for the number of observations and requires certain activities around observations:²

- **Minimum Number of Observations:**

<u>Teacher Status</u>	<u>Minimum Formal Observations (at least 20 minutes each)</u>
<u>Non-Tenured Teacher</u>	<u>3</u>
<u>Tenured Teacher</u>	<u>2</u>
<u>CAP Teacher</u>	<u>Plus One*</u>

*A teacher on a CAP must have one additional observation than would normally be required for their tenure status. Specifically, non-tenured CAP teachers must have four observations, and tenured CAP teachers must have three observations.

² N.J.A.C. §§ 6A:10-1.2, 2.2, 2.3 and 4.4.

- **Length of Observation:** All formal observations must be at least 20 minutes in length. Formal observations may last as long as an administrator deems appropriate, up to the entire duration of the lesson.
- **Announced and Unannounced Observations:** Observations may be either announced (scheduled in advance with the teacher) or unannounced (the teacher is not notified in advance). However, all teachers are required to have at least one unannounced and at least one announced observation over the course of the year.
- **Co-Observations:** Certain teachers are required to have more than one observer evaluate their practice. Specifically:
 - All non-tenured teachers must be observed by at least two different observers over the course of the year.
 - Tenured teachers on a CAP must be observed by at least two different observers over the course of the year.

The requirement can be met by having two administrators observe two separate lessons (completing separate write-ups).
- **Post-Observations:** All observations must be followed by a post-observation. Per the NTU contract, the post-observation conference must be held within 10 calendar days, which may be extended by the number of days that either party is absent. For tenured teachers, at least one post observation conference must be face-to-face. Tenured teachers have the option to receive additional post observation feedback electronically. That decision is at the will of the teacher observed. All post-observation conferences with non-tenured teachers must be face-to-face.
- **Timing of Observations:** All teachers should be observed at least once in each semester.

Pre-Observation Conference (required for at least one formal observation for all teachers)

The structure of the pre-observation conference is set by the administrator. Potential questions in a pre-observation conference could include:

- Is the teacher clear on what students should know and be able to do by the end of the class?
- How will the teacher know whether the students mastered the content?
- Are the strategies and objectives aligned to the standards?
- Are the strategies the teacher is planning to use likely to ensure student mastery?
- Has the teacher considered all students in the planning?
- Is there anything in particular the teacher would like feedback on as part of the observation?

The pre-observation conference must take place no more than 7 days prior to the lesson to be observed.

Formal Observations (required)

Formal observations are observations that are at least 20 minutes in length, where the observer captures evidence of teacher practice related to the Indicators of the Framework for Effective Teaching. During the observation, the observer should collect low-inference evidence, meaning the specific teacher and student actions that are seen and heard. This evidence should be recorded without interpretation, assumption, or judgment.

Please note, there is no limit to the number of formal observations that can occur over the course of the year; observers may conduct as many as is necessary or helpful. The minimum requirements are described above and codified in the NJ Administrative Code.³

³ N.J.A.C.ss 6A.10-4.4(c)

Following the observation, the observer should complete the observation summary and ratings form in the Whetstone online system, assigning evidence to the specific Indicators and Competencies as appropriate. Before assigning a performance level to a Competency, the evaluator should compare the objective evidence observed with the descriptors stated in the rubric. As with all evaluation systems, there is some degree of judgment involved. However, the focus on evidence makes this system less subjective. Decisions regarding the designation of a performance rating for components, as well as the overall lesson assessment, need to be based on the data and evidence gathered during the lesson. The most accurate classroom observations are based on observed classroom events, teacher and student statements and behaviors, teacher work, and student work.

There is no requirement that all Indicators or Competencies be rated in any given lesson. One or more Competencies may be rated based on what was observed. Indicator ratings should be selected for any Indicators for which the observer has evidence. If an Indicator is rated, then the corresponding Competency must also be rated. (Even if only one Indicator within the Competency is rated.)

The observer must choose a performance level for each Competency based on a preponderance of low-inference evidence collected in that lesson and rated at the Indicator level. If fewer than all four Competencies are rated, observers should then provide an overall rating for the observation based on the preponderance of evidence collected across the Indicators and Competency/Competencies.

If all four Competencies are rated for an observation, each Competency performance level has the corresponding numerical score that translates to an overall score.

Competency Rating	Points
Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

To determine the overall rating for an observation, the evaluator must add up the scores for each of the four Competencies. This total dictates the overall observation rating:

Observation Rating	Total Score
Highly Effective	15-16 points
Effective	11-14 points
Partially Effective	6-10 points
Ineffective	4-5 points

The observer should share the overall observation summary and ratings with the teacher through Whetstone and discuss them during a post-observation conference. If necessary, the observer can update the form in Whetstone and share a final version with the teacher in the system after the post-observation conference. A copy of the observation summary should be shared with the teacher through Whetstone and in hard copy following both announced and unannounced observations. The signed hardcopy should be kept on file at the school site.

Post-Observation Conference (Required)

Following an observation—whether announced or unannounced—the observer must meet with the teacher to reflect on the lesson together.⁴ This reflection process provides opportunity for dialogue around professional growth, refinement of instruction, and continuous improvement. The post-

⁴ N.J.A.C. § 6A:10-4.4.

observation conference must take place within 10 calendar days after the observation (though it is recommended that it should be held within three days of the lesson in order to provide timely feedback).

To guide this process of reflection and collaborative analysis, the teacher is encouraged to record their reflections in Whetstone in preparation for the post-observation conference between the teacher and the administrator. Teachers may choose whether to share this written copy of their reflections with the administrator. These reflections may form the basis for the post-observation conference, and the administrator may record teacher responses as part of the process to collect evidence of teacher reflection.

At the post-observation conference, the teacher and administrator review all evidence and final Competency ratings to be assigned by the administrator. This reflection should serve as the impetus for the refinement of future planning and the delivery of effective instructional practices, such as selecting additional strategies or approaches to refine the lesson, implementing additional resources to enrich the learning experience, and/or establishing a direction for professional growth and development.

The administrator and teacher should review the teacher's IPDP or CAP goals during this conference. This review of the goal-setting document is required for teachers with CAPs, and has a dedicated section on the Observation Summary Form.⁵

The teacher must sign the finalized observation summary form, indicating that s/he has reviewed the ratings. (The teacher's signature indicates that the teacher has received and had an opportunity to read the summary, it does not indicate agreement with the ratings.) A signed observation summary must be kept on file at the school by the principal; the teacher may also request a signed hard copy at that meeting. The administrator should then indicate in Whetstone that the observation is complete and signatures have been obtained.

The New Jersey Administrative Code permits post-observation conferences for tenured teachers whose most recent rating was Effective or Highly Effective to be "informal,"⁶. An informal post-observation conference means that the feedback may be shared with the teacher in writing, including over email or through Whetstone, rather than in a formal meeting. This is only permissible with prior written consent from the teacher. The teacher should still sign a hard copy of the form, indicating they have seen the content of the form.

Mid-Year Review Conferences (Strongly recommended for Non-tenured teachers; required for teachers on a Corrective Action Plan)

The mid-year review is an opportunity for the administrator and teacher to discuss the teacher's progress toward student and professional goals set at the beginning of the year, reflect on performance to date, and discuss strategies and priorities for the remainder of the school year. At the mid-year review, the administrator and teacher should review progress toward student learning and teacher professional development goals set in the IPDP / CAP, as well as refine strategies and plans, where needed, in order to meet those goals by the end of the year. The administrator considers evidence gathered through formal and informal observations completed to date, evidence of over-time Indicators, and evidence of progress towards student learning goals. Based on this evidence, the administrator assigns a performance level to all five Competencies, focusing on Competencies that are most critical in order for the teacher to meet his/her goals. A performance rating is calculated

⁵ N.J.A.C. § 6A:10-2.5.

⁶ N.J.A.C. § 6A:10-4.4(b)(3).

based on the teacher's performance on each of the five Competencies, which indicates which rating the teacher is on track to receive at the end of the school year. Although only teachers on CAPs are required to have mid-year reviews, they are strongly recommended for all teachers (especially those who are non-tenured).⁷

The mid-year rating is a formative rating, rather than summative, and indicates the rating that the teacher is on track to receive at the end of the school year. The mid-year review is an important element of formative feedback for the teacher. If a mid-year review conference takes place, the teacher should sign the mid-year review form. (The teacher's signature indicates that the teacher has received and had an opportunity to read the summary, but does not indicate agreement with the ratings.)

We recommend that all mid-year conferences take place by mid-February. For teachers on a CAP, it is required that a mid-year conference takes place by February 15th.

Annual Evaluations (Required)

A summative performance review must be completed for each teacher on an annual basis.⁸ This evaluation is a summative statement which incorporates the data and evidence gathered throughout the year. At the annual evaluation, the administrator completes a final assessment of progress towards both the teacher's professional goals and the student learning goals/SGOs that were set at the start of the school year. The administrator considers evidence gathered through all observations completed during the year, as well as evidence of over-time Indicators.

The annual evaluation summary form should be completed in Whetstone by the administrator and shared with the teacher. Based on the evidence gathered and documented, the administrator assigns a performance level to all five Competencies. When reflecting on Competency 4, the administrator must take into account how the teacher did on their student learning goals/SGOs; there should be general alignment between the over-time Indicators in Competency 4 and whether a teacher did not meet, partially met, met, or exceeded their student goals. The final summative rating is calculated based on the total score from all five Competencies. The scoring and evidence-based review process is the same as described above for the mid-year review.

The teacher and administrator should then meet for an annual conference. At this conference, the teacher and the administrator should discuss the teacher's overall performance and evidence-based ratings and review the teacher's IPDP or CAP to: 1) discuss the final assessment of progress towards student learning goals; 2) review progress made on the professional goals set at the beginning of the year, and his or her overall professional growth; and 3) begin to identify growth areas for focus during the next school year

The administrator will then revise (if necessary) or complete the Annual Evaluation based on this conference. The teacher and administrator will sign off on the final Annual Evaluation. Depending on the type of teacher, the deadlines for Annual Evaluations vary. Specifically:

- For all non-tenured teachers, annual evaluations should be completed by April 14th.
- For tenured teachers on a CAP, annual evaluations should be completed by May 13th.
- For tenured teachers who have an IPDP, annual evaluations should be completed by June 15th.

⁷ N.J.A.C. §§ 6A:10-2.2 and 2.5.

⁸ N.J.A.C. § 6A:10-2.4

Scoring Mid-Year Reviews and Annual Evaluations

For the mid-year review and annual evaluation, the scoring calculation is slightly different than that used for classroom observations. At the mid-year review and the annual evaluation, the administrator should consider all evidence collected during the entire school year through formal and informal observations, progress towards student learning goals, conferences, and other interactions with the teacher. To determine an overall rating for both the mid-year review and annual evaluation, the administrator:

- First selects a performance level for each of the Competencies 1-5 by:
 - Reviewing the descriptor language of each Indicator and then reviewing the preponderance of evidence (observations, artifacts, and quantitative data) for both in-one-lesson and over-time Indicators for each Competency
 - Selecting the performance level (Highly Effective, Effective, Partially Effective, Ineffective) for each Indicator that best describes the available low-inference evidence.
 - Reflecting on these Indicator ratings to select a performance level for each Competency.
- Then adds the scores for Competencies 1-5 together, arriving at an overall score between 1 and 17 points. The ratings for Competencies 1-4 are the same:

Points for Competencies 1, 2, 3, & 4	
Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

For Competency 5, the points range from (+1) point to (-3) points. This point range means that a teacher whose performance is Significantly Below Expectations for Competency 5 cannot be rated higher than Effective overall.

Points for Competency 5	
Exceeds Expectations	1
Meeting Expectations	0
Slightly Below Expectations	(-1)
Significantly Below Expectations	(-3)

The teacher's overall rating is then determined based on the total of all Competencies, with the following range of scores:

Overall Rating	Total Score (Competencies 1-5)
Highly Effective	15-17 points
Effective	11-14 points
Partially Effective	7-10 points
Ineffective	1-6 points

STUDENT GROWTH

Student Growth Objectives

We are awaiting guidance from the NJDOE on how student growth objectives will be used for the 21-22 year. In the meantime, all teachers must set student growth goals as a part of creating their PD plans. Further guidance will be shared as it is received.

Under the achieve NJ act, all teachers must create student growth objectives (SGOs) that outline the academic growth that the teacher believes the students will make. The SGOs must be created in conjunction with the school-based administrator and included as a part of the IPDP / CAP development process. The basic requirement for an SGO is that it addresses a specific academic standard on which the teacher is responsible for providing instruction. The goal must be measurable. That means that the administrator and teacher must be able to determine students' starting points and end results. It should be clear exactly which students met the goal and which did not by using an objective assessment. The SGO must have a clear time frame that is based on the length of the class (Semester or Year-long). It is important that the result of the goal be determined prior to the completion of the teacher's annual evaluation. Additionally, the assessment tool utilized to measure attainment, or lack thereof, of the SGO may not be the state assessment for two reasons: 1) the results are usually not available before annual evaluations must be completed, and 2) the state assessment is normally factored in for appropriate teachers through the mSGP.

After the results have been determined for the target students, each teacher will receive a rating for their SGO results. The four possible ratings are "Exceeded Goals", "Met or Mostly Met Goals", "Partially Met Goals", and "Did Not Meet Goals." The SGO rating will account for 15% of the teachers' final annual rating if mSGP is not included as a factor. If mSGP is included, the SGO ratings will account for 25%.

SGO Scores	
Exceeded Goals	4
Met or Mostly Met Goals	3
Partially Met Goals	2
Did Not Meet Goals	1

Student Growth Percentile

We are awaiting guidance from the NJDOE about the incorporation of student growth percentiles. Information will be shared once it is available.

WHETSTONE: CAPTURING AND SHARING THE EVALUATION PROCESS ONLINE

To ensure teachers are active participants in the evaluation process and have full access to their evaluation information throughout the school year, NBOE is partnering with Whetstone Education. The Whetstone system—located at: app.whetstoneeducation.com provides a performance evaluation and professional development management platform that captures all required components of the teacher evaluation process.

Every school administrator and every teacher in the district is provided with their own Whetstone account. Specifically, teachers are expected to utilize the Whetstone system to:

- **Create their Individualized Professional Development Plan or Corrective Action Plan.** All teachers must work with their administrators to complete the IPDP or CAP in the system once the goal-setting conference has been scheduled by their administrator. Teachers are also responsible for sharing their plan through the system with their administrator prior to finalizing it.
- **Log in to their accounts on a regular basis to review evaluation materials.** Because all final documentation from observations, mid-year reviews, and annual evaluations (including electronic copies of the summary forms and ratings), will be shared with the teacher within the system, teachers should log in regularly to view this information. Teachers should access the system at the conclusion of each evaluation activity throughout the school year.
- **Review and sign-off on final documentation of all events captured in the system.** The paper copies and physical signatures will remain the official record of all evaluation activities. However, we also encourage teachers to indicate their review of these materials through the system itself by applying their electronic signature at the conclusion of an evaluation event.

More guidance and step-by-step instructions for utilizing the system to fulfill these expectations are available using the “Take a Tour” option located at the lower left of the Whetstone dashboard. In addition to guidance and instructions, teachers and administrators may continue to contact the Whetstone Help Desk at any time for technical support on the system at:

1. <https://intercom.help/whetstone-education/en>
2. feedback@whetstoneeducation.com,
3. or 844-807-2011 ext #120.

ENSURING FAIR AND VALID EVALUATIONS

The district is committed to ensuring that teachers receive accurate, fair, and unbiased evaluations. To this end, two formal processes exist to ensure equity in the evaluation process including 1) School Improvement Panels at each school site; 2) a rebuttal process. Teachers should avail themselves of these resources as they see fit.

School Improvement Panels

In alignment with New Jersey Administrative Code, each school must have a School Improvement Panel (ScIP) to provide input into the implementation of teacher evaluation and teacher development at their school.⁹ ScIP's should consist of the school principal, a vice principal or another administrator, and two teachers with a demonstrated record of effectiveness. The principal or his/her designee is the Chair of the ScIP. The principal may appoint additional members, as long as teachers make up at least one-third of the total representation. Teacher members must remain on the ScIP for at least one academic year, but no more than three.

The ScIP should meet monthly, but can meet more regularly. At the start of the academic year, the ScIP should establish goals related to its duties to guide its work throughout the year. Throughout the year, the ScIP should consult and advise on the school's implementation of teacher evaluation and development; including mentoring, professional development opportunities, and evaluation processes.

Rebuttals

A teacher who feels that their annual rating does not accurately reflect their performance may submit an official rebuttal for their evaluation within 10 working days of receiving the rating. Rebuttals for annual evaluations should be submitted to the Office of Educator Effectiveness at evaluations@nps.k12.nj.us, the school administration, and NTU. In the rebuttal, teachers should provide detailed evidence as to why the rating does not reflect their practice. The Assistant Superintendent or his/her designee will review the rebuttal letter, mid-year review, or annual evaluation rating, and supporting documents and determine if the rating is inconsistent with the documentation. The Assistant Superintendent may, in his/her sole discretion, change the overall evaluation rating after reviewing the documentation with the principal.

⁹ N.J.S.A. 18A:6-120; N.J.A.C. §§ 6A:10-2.4(b), 2.5(j), 3.1, and 3.2.

APPENDIX A: NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

1. Lesson Design and Focus

Students sustain focus on a specific, standards-aligned objective that moves them toward mastery.

<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective		
1a. Lesson Sequence Individual, standards-aligned lessons build on previous lessons and on students’ prior knowledge.	Students connect lesson to previous learning, unit, and long-term goals.	Teacher connects lesson to all of the following: previous learning, unit, and long-term goals.	Teacher connects lesson to at least one of the following: previous learning, unit, or long-term goals.	Teacher does not or only partly connects lesson to previous learning, unit, or long-term goals.		
1b. Lesson Components Lesson components are standards-aligned and move students toward mastery of an objective that is aligned to essential understandings in the standards.	All/nearly all lesson components are organized and delivered to move students toward mastery of the objective.	Most of the lesson components are organized and delivered to move students toward mastery of the objective.	Some lesson components are aligned to the objective and some are organized to move students toward mastery of the objective.	Lesson components are not aligned to the objective and do not move students toward mastery of the objective.		
1c. Pacing and Momentum Teacher maximizes learning time.	All/nearly all students work productively to maximize their learning. Teacher spends appropriate amount of time on each component of the lesson. Lesson has a clear structure and progression.	Most students work productively to maximize their learning. Teacher spends appropriate amount of time on each component of the lesson. Lesson has a clear structure and progression.	Teacher spends too much or too little time on one component. Structure may be inconsistent.	Overall lesson pace is too slow or too fast or students may sit idle.		
1d. Clarity Teacher clearly and accurately communicates content and instructions.	Content and instructions are communicated clearly and accurately in a way that anticipates student misconceptions. All/nearly all students know what they should be doing.	Content and instructions are communicated clearly and accurately. Most students know what they should be doing.	Content and instructions are sometimes unclear or inaccurate.	Content and instructions are unclear or inaccurate.		
<i>Over the course of the year...</i>						
1e. Coherent Planning: Lesson plans are also standards-based, grade-level appropriate, and reflect work toward annual student achievement goals. Lesson plans are, when applicable, collaboratively developed with other staff who will be helping to implement the lesson plan.			Consistently	Frequently	Sometimes	Rarely
1f. Progression of Instruction: Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.			Consistently	Frequently	Sometimes	Rarely
Overall Rating based on evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1		

APPENDIX A: NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

2. Rigor and Inclusiveness				
Instructional strategies challenge all students and provide multiple pathways to mastery.				
<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective
2a. Tailored Instruction Teacher tailors instruction to move all students toward mastery.	Teacher consistently tailors strategies that reflect knowledge of students and lead to mastery for all/nearly all students.	Teacher often tailors strategies that reflect knowledge of students and lead to mastery for most students.	Teacher sometimes tailors strategies that reflect knowledge of students. Some strategies lead to mastery for some students.	Teacher does not tailor strategies or strategies do not lead to student mastery.
2b. Questions & Tasks Questions and tasks ensure student comprehension and ask for application, analysis, and/or synthesis.	Questions and tasks consistently ensure student comprehension as well as application, analysis, and synthesis.	Questions and tasks often ensure student comprehension as well as some application, analysis, and synthesis.	Questions and tasks promote student comprehension and minimal or inconsistent application, analysis, and synthesis.	Questions and tasks are not challenging or teacher does not ask any questions.
2c. Responsiveness Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Teacher has anticipated student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments when misunderstandings occur. Adjustments effectively reach all/nearly all students.	Teacher quickly recognizes misunderstanding(s) and employs alternative strategies to reach most students. Adjustments effectively reach most students.	Teacher sometimes recognizes student misunderstanding(s) and adjusts instructional strategies. Adjustments are somewhat effective.	Teacher does not recognize misunderstanding(s) or rarely adjusts instructional strategies based on student reactions.
2d. Precision & Evidence Teacher and students require precision and evidence in tasks and responses.	Teacher and students provide, and demand of each other, as appropriate, well-structured arguments, rationale, and evidence in their responses. Students use evidence to self-correct.	Teacher demands students provide well-structured arguments, rationale, and evidence in their responses, as appropriate.	Teacher sometimes demands supporting evidence or precision from students.	Teacher does not correct inaccurate responses or does not demand supporting evidence from students.
<i>Over the course of the year...</i>				
2e. Revisions: Student work includes revisions based on teacher and some peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.			Consistently	Frequently
2f. Depth of Knowledge: Lesson objectives, tasks, and materials require students to demonstrate the following range of skills: <ul style="list-style-type: none"> ● <i>Recall & Reproduction:</i> Recall of a fact, term, principle, or concept; perform a routine procedure; build on prior knowledge ● <i>Basic Application of Concepts:</i> Use of information and conceptual knowledge to select appropriate procedures for a task; identify two or more steps with decision points along the way; solve routine problems; organize/display information ● <i>Strategic Thinking:</i> Develop a plan or sequence of steps to approach an abstract, complex, or non-routine problem using reasoning, decision making, and justification; show success in approaching problems with more than one possible answer ● <i>Extended Thinking:</i> Undertake an investigation or application to real-world; requires time to research, problem-solve, and process multiple conditions of the problem or task; requires non-routine manipulations across disciplines/content areas/multiple sources 			Consistently	Frequently
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

APPENDIX A: NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

3. Culture of Achievement

A learning-focused environment of shared high expectations promotes mastery.

<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective		
3a. Active Engagement in Learning Students express satisfaction as they solve problems and master new material.	All/nearly all students are actively engaged in solving problems and mastering new materials. They are passionate about meeting the goal.	Most students are actively engaged in solving problems and mastering new materials.	Some students are actively engaged or some students appear indifferent or bored.	Few students are actively engaged or most students appear indifferent or bored.		
3b. Persistence Students show persistence in confronting demanding concepts and tasks.	All/nearly all students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.	Most students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.	With the teacher’s assistance, students try to confront demanding concepts and tasks, yet not all students meet the objective.	Students do not attempt to confront demanding concepts and tasks and teacher does not provide strategies to overcome challenges.		
3c. Community Classroom norms promote positive and productive teacher-student and student-student relationships.	Teacher and students consistently use positive, productive language and promote classroom values and norms.	Teacher and students often use positive, productive language and promote classroom values and norms.	Teacher sometimes uses positive, productive language. Classroom values and norms are inconsistently reinforced.	Teacher rarely uses positive, productive language or uses negative and unsupportive language. Classroom values and norms do not exist or are not reinforced.		
3d. Attention Teacher’s strategies and routines capture and maintain student attention on learning.	All/nearly all students are on task throughout the lesson. Students do not engage in off-task behavior, or rare off-task behavior is effectively redirected with no lost instructional time.	Most students are on task throughout the lesson. Occasional off-task behavior is effectively redirected so that little instructional time is lost.	Some students are on task through the lesson. Off-task behavior is inconsistently redirected resulting in some lost instructional time.	Few students are on task throughout the lesson. Off-task behavior is ineffectively redirected.		
<i>Over the course of the year...</i>						
3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work, and the teacher models excellence.			Consistently	Frequently	Sometimes	Rarely
3f. Peer Accountability: Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.			Consistently	Frequently	Sometimes	Rarely
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2		Ineffective 1	

APPENDIX A: NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

4. Student Progress Toward Mastery Students show evidence of, and teacher monitors, growth.						
<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective		
4a. Checks for Understanding Teacher consistently checks for understanding.	Checks for understanding are consistent, aligned to the objective, and fully integrated into the lesson. Teacher gathers varied evidence from the whole class and individual students. Information provides a clear understanding of all/nearly all students' level of comprehension.	Checks for understanding are completed throughout the lesson and are aligned to the objective. Teacher gathers evidence from the whole class and individual students. Information provides a clear understanding of most students' level of comprehension.	Checks for understanding occur only sometimes or may not be aligned with the objective. Checks provide incomplete evidence from the whole class and individual students.	Checks for understanding are not used or are not aligned to the lesson objective. Checks provide limited or no evidence to assess progress.		
4b. Feedback Teacher and students give and receive timely, specific, and constructive feedback.	Teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements. Students give feedback to one another.	Most teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements.	Teacher feedback is academically focused and appropriate, but is not tailored to the unique needs of each student or is often teacher-directed.	Teacher feedback, if it exists, is not academically focused and not tailored to the students. Feedback may be inappropriate.		
4c. Demonstration of Learning Students know more at the end of the lesson than they did at the start.	All/nearly all students achieve the clear and measurable objective that moves them toward grade-level standards. Students can explain why the objective is important.	Most students achieve the clear and measurable objective that moves them to grade-level standards.	Some students master the objective or master some of the objective. Objective may be unclear, not measurable, or not aligned to grade-level standards.	There is inconsistent or no evidence that students master the objective. There is no clear and measurable objective.		
<i>Over the course of the year...</i>						
4d. Using Data: Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning and instruction.			Consistently	Frequently	Sometimes	Rarely
4e. Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has met grade-level standards and, if not, what they still need to learn.			Consistently	Frequently	Sometimes	Rarely
4f. Progress Toward Goals: Data reflect that students are progressing toward mastery of the objectives of the focus areas, leading toward mastery of grade-level standards.			Consistently	Frequently	Sometimes	Rarely
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1		

APPENDIX A: NEWARK BOARD OF EDUCATION FRAMEWORK FOR EFFECTIVE TEACHING

5. Commitment to Personal and Collective Excellence

The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.

Over the course of the year...

5a. Commitment to Continuous Improvement: Teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and actively engages in their own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5b. Collaboration: Teacher contributes ideas and expertise to further colleagues' and the school's growth, and incorporates productive insights into their own instruction.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5c. Communication of Student Progress: Teacher communicates student progress clearly and consistently to students, families, and school leaders.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5d. Attendance and Promptness: Teacher is present and prompt, and attendance reflects their focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations

Overall Rating based on preponderance of evidence	Exceeds Expectations (+1)	Meets Expectations (0)	Slightly Below Expectations (-1)	Significantly Below Expectations (-3)
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APPENDIX B: GLOSSARY OF TERMS

Annual evaluation

Annual evaluations are required by the New Jersey Administrative Code for all teachers.¹⁰ At the annual evaluation conference, the administrator and teacher complete a final assessment of progress toward both the teacher's professional goals and the student learning goals that were set at the start of the school year. The administrator considers evidence gathered through observations completed during the year, as well as evidence of over-time Indicators. Based on this evidence, the administrator assigns a performance level to all five Competencies of the Framework, specifically reflecting on the teacher's progress on their student learning goals/SGOs. The summative rating is calculated based on the teacher's performance on each of the five Competencies. The June rating is considered a preliminary annual rating and will become final after mSGP and SGO scores are factored in later in the year.

Competency

The five Competencies in Framework for Effective Teaching outline the overall expectation of performance of each NBOE teacher.

Consistently

The teacher's actions result in this behavior or outcome being consistently demonstrated throughout the school year. This behavior is standard operating procedure in the teacher's classroom or practice.

Corrective Action Plan (CAP)

A plan co-developed by the teacher and administrator, which provides specific goals and recommendations for areas of improvement to a teacher who has been rated Ineffective or Partially Effective on their annual summative evaluation rating in the prior year. The CAP shall include specific metrics for monitoring progress toward goals, timelines for corrective action, responsibilities of the individual teaching staff member and his/her administrator for implementing the plan, and specific support that the district shall provide. The administrator and teacher should check-in on progress in growth areas during each post-observation and evaluation conference. In addition to these regular check-ins, they may decide to implement additional processes to monitor growth areas, such as periodic meetings with mentor teachers and/or the administrator.

Effective

An Effective teacher consistently meets the expectations set forth by the Framework. Effective teachers have a broad repertoire of strategies and activities to ensure students achieve mastery. Years of experience are not, in and of themselves, indicators of effectiveness.

Exceeds Expectations

The teacher consistently exceeds the baseline expectation for performance, going above and beyond what is required or expected. This rating is reserved for the exceptional teacher.

Formal Observation

An observation of a teacher's lesson that lasts for at least 20 minutes, is rated by the administrator, is followed by a post-observation conference within 10 days, and is recorded using the Whetstone system. These observations are a required part of the evaluation process.

¹⁰ N.J.A.C. § 6A:10-2.4.

Frequently

The teacher's actions result in this behavior being frequently demonstrated throughout the school year. Though there may be limited instances of conflicting evidence that demonstrates that this is not standard operating procedure in the teacher's classroom or practice, this behavior is generally the norm.

Goal-setting Conference

All teachers should have a Goal-Setting Conference at the beginning of the school year in order to determine which student learning goals/SGOs and professional development goals they would like to achieve during the school year and how progress towards those goals will be measured. The meeting allows administrators to support teachers in crafting and finalizing their professional development goals, including plans and strategies for meeting those goals. All goals are captured in the teacher's Individual Professional Development Plan (IPDP) or Corrective Action Plan (CAP).

Highly Effective

A Highly Effective teacher is a teacher whose classroom operates at a qualitatively different level from those of other teachers. This teacher ensures exceptional rates of student growth. Such classrooms consist of a community of learners, with highly motivated and engaged students who assume considerable responsibility for their own learning. Highly Effective teachers have the knowledge, skills, and capacity to serve as models for other teachers. This performance level is reserved for teachers who are truly exceptional in their practice.

Indicators

Indicators are the foundation of the Framework for Effective Teaching and describe specific components or behaviors of each Competency. For each of the first four Competencies, there are three or four in-one-lesson indicators and two or three over-time Indicators. For Competency 5, there are four over-time Indicators. In-one-lesson Indicators describe behaviors that should be observed in all lessons. Over-time Indicators describe behaviors that are observed over the course of the school year, but not necessarily in specific lessons.

Informal Observation

An observation, which is not formally rated, but is followed up with feedback and coaching using a method of the administrators choosing. These observations should happen frequently over the course of the year and are primarily focused on the growth of the teachers.

Individual Professional Development Plan (IPDP)

The IPDP is a tool to outline and track a teacher's specific student learning and professional development goals. The student learning goals in the IPDP are co-developed by the teacher and administrator after examining student performance and establishing targets for the teacher's classes or group of students. The professional development goals in the IPDP are then developed by identifying growth areas that are linked to the Framework for Effective Teaching and aligned to the teacher's student learning goals. IPDPs are discussed during Goal-Setting Conferences at the start of the school year and serve as living documents that help teachers and their supervisors to continuously reflect and improve on their practice.

Ineffective

An Ineffective teacher is not meeting expectations for teaching in NBOE. There are several clear areas where the teacher must improve his or her practice to achieve effectiveness. In some instances, performance at the Ineffective level represents teaching that is below the licensing standard of "do no harm." Immediate improvement is required for teachers at the Ineffective level to remain in NBOE.

Meets Expectations

The teacher consistently meets the baseline expectations, as outlined in the Framework for Effective Teaching.

Mid-year Review Conference

The Mid-Year Review Conference is an opportunity for the teacher and administrator to discuss the teacher's progress toward student, classroom, school, and district performance goals as well as the implementation and alignment of the Framework for Effective Teaching. It is required for teachers on a CAP and strongly recommended for all other teachers (especially those who are non-tenured).

Partially Effective

A Partially Effective teacher may meet some expectations articulated in the Framework for Effective Teaching, but either does not meet all expectations or is inconsistent in meeting these expectations. Typically, there are clear areas where the teacher might improve his or her practice to achieve effectiveness. Partially Effective performance should not be considered to be meeting expectations.

Post-observation Conference

Post-observation conferences are required to follow observations—whether announced or unannounced. The observer must meet with the teacher to reflect on the lesson together. This reflection process and collaborative analysis is the centerpiece of professional growth, refinement of instruction, and continuous improvement. This conference must be held within 10 calendar days after the observation (though it is recommended within 3 days of the lesson in order to provide timely feedback). The teacher should be provided with an opportunity to review the written feedback either prior to or during the post observation conference.

Pre-observation Conference

The pre-observation conference must precede at least one announced observation each year and must occur no more than seven days before a formal observation. The pre-observation conference provides the teacher and observer an opportunity to discuss the lesson that is to be observed including lesson objectives, instructional strategies, anticipated outcomes, assessments such as quizzes and tests, resources, unique class characteristics, specific areas of growth to look for, etc.

Professional Development Goals

Each teacher will co-develop with his/her administrator a set of professional development goals that are specific to the teacher, will support the teacher's execution of the student learning goals, and be aligned to the Framework for Effective Teaching.

Rarely

The teacher's actions do not result in demonstration of this behavior. Where there is evidence of this behavior, it is rare and inconsistent.

Significantly Below Expectations

The teacher is not in compliance with the baseline expectation for performance, as outlined in the Framework for Effective Teaching.

Slightly Below Expectations

The teacher is inconsistent in meeting expectations in practice or frequency, as outlined in the Framework for Effective Teaching.

Sometimes

The teacher's actions do not consistently result in the teacher or his or her students demonstrating this behavior throughout the school year. While there may be some evidence of this Indicator, it is not regular or consistent.

Student Learning Goals/Student Growth Objectives

Student Learning Goals, sometimes called Student Growth Objectives (SGOs), are set at the beginning of the year during the Goal Setting Conferences. In order to set appropriate student learning goals, administrators and teachers should review the areas of focus for each of the teacher's classes or groups of students, ensuring they are aligned to the standards and/or curricular objectives for each group.

Administrators and teachers will identify the starting points for each group of students. They will then set a Student Learning Goal which is the agreed upon "end point" or goal for the students' progress toward mastery of the focus area over the course of the year. Together, administrators and teachers will review materials and resources that will support student progress towards goals, and will come to an agreement on what students will know (or be able to demonstrate) at the end of the school year.

Whetstone

Whetstone is a web-based tool that allows schools to keep track of goal-setting documents, observations, mid-years, over-time evidence, and annual evaluations all in one place online. Every teacher and school administrator in the district has a Whetstone account.

APPENDIX C: FREQUENTLY ASKED QUESTIONS

Framework for Effective Teaching

Why is there no option for “no evidence” on the Framework rubric?

“No evidence” is not included as an option on the Framework rubric. Different elements of the evaluation system require different types of data to be formally reported and shared. Overall, though, observers are expected to provide ratings on Competencies and Indicators based on a preponderance of evidence. Indeed, oftentimes a lack of evidence is actually negative evidence. For example, if the observer does not observe the teacher asking any questions, the observer should still rate the teacher on Indicator 2b, Questions and Tasks, accordingly. In this instance, the absence of any questions from the teacher means the teacher would receive an Ineffective rating on this Indicator. However, in other circumstances, the observer may determine that the teacher did not have the opportunity to demonstrate his or her performance in an Indicator while the observer was present. In that case, the observer would not rate that indicator.

Observers are responsible for collecting sufficient evidence to rate each element at the appropriate times and are expected to collect sufficient evidence by the mid-year review and annual evaluation to provide ratings on each Competency. At the annual evaluation conference, observers are expected to be able to collect enough evidence to rate each Indicator based on that evidence.

Where does the Framework address planning and preparation?

All good instruction begins with solid planning. The Framework contains Indicators that explicitly outline the observable elements of planning, most notably in over-time indicators and in Competency 1: Lesson Design & Focus. Additionally, elements of planning can be found throughout all of the Competencies of the Framework. However, the in-one-lesson indicators focus the activities that actually take place during the class.

Where does the Framework address classroom management?

Effective classroom management is an inherent component of responsive and engaging instruction focused on student mastery. Therefore, our Competencies do not call out classroom management as a separate Indicator; teachers have varied strategies and methods that ensure a learning-focused environment. Elements of classroom management are implicit throughout the tool, but are most apparent in Competency 3: Culture of Achievement.

Where does the Framework address the teacher’s management of physical space?

Maintaining a clean and orderly classroom is a baseline expectation for teacher performance. If a teacher’s classroom is not orderly and somewhat clean, it is unlikely that s/he is meeting other expectations outlined in the Framework. While physical space is not explicit in the Framework, planning (as assessed in Competency 1) should include how the teacher leverages and maintains physical space to support their lesson design and focus. The physical space should also mirror the teacher’s goals for his or her students, both in terms of learning goals and in expectations of their performance (Competency 3).

What does all/nearly all, most, some, few mean?

“All/nearly all” students mean all students in the classroom except for one or two students who may be having a bad day or not performing at their potential. Teachers should be sure that it is not the same student who is not performing at any given time. “Most” students mean most students in the classroom. “Some” students mean half or less than half of the students in the classroom. “Few” students mean few, if

any, students in the classroom.

How will the evaluation system address differences in classes for special education students?

The Framework for Effective Teaching describes what the essential components of effective teaching should look like in every classroom, including classrooms of students with disabilities.

Goal-Setting, IPDPs & CAPs

What are student learning goals/SGOs?

A student learning goal is a long-term objective on which the teacher will focus for his/her classes or groups of students. Each objective or focus area should be a skill or behavior critical to the students' success in the course and be aligned to the standards and/or curricular objectives. The goals should be measurable and based on available student learning data. At the end of the year, a portion of the teacher's annual rating will include the extent to which a teacher met these student learning goals/SGOs.

How are student learning goals/SGOs set?

Teachers and administrators start the yearly evaluation process with a goal-setting conference where they review both student performance and teacher performance from the previous school year. The administrator and teacher begin the goal-setting process by identifying areas of focus, examining student performance in those areas, and establishing what the students need to know and be able to do by the end of the year to master the standards. Together, the teacher and administrator determine which assessment tools will be employed by the teacher to track their students' progress. Finally, the administrator and teacher will identify what additional resources the teacher will use to support student progress towards goals. All of this information will be captured in the Student Learning Goal portion of the IPDP or CAP form.

What if the goals need to be revised?

The IPDP or CAP should be considered a living document that helps the teacher and his/her supervisor to continuously reflect and improve on their practice. Therefore, goals included in the IPDP or CAP can be revised up until the mid-year conference. The teacher and administrator should spend a portion of the mid-year review conference reflecting on the teacher's goals and determining if any changes should be made. Goals should be considered final once the mid-year review form is submitted.

What is the purpose of professional development goals?

Because all goals should be anchored in improving student performance, a teacher's IPDP or CAP should be aligned to and derived from the student learning goals. Using the student learning goals as a guide, the teacher and administrator agree on professional development goals that will support the teacher's execution of the student learning goals. Together, the teacher and administrator identify Indicators from the Framework for Effective Teaching where the teacher either needs to improve and/or can leverage to support the group of students to achieve the goals the teacher set for them.

Why do we have to participate in a goal-setting conference?

The goal-setting conference ensures that goals are established collaboratively between teachers and administrators. Once the teacher and administrator have finalized the teacher's student learning goals and IPDP or CAP, the goal-setting process is complete. However, tracking progress toward goals is a year-long endeavor, and goals should be revisited consistently throughout the year. The IPDP and CAP provide teachers and administrators with a shared tool for communicating about goals and anticipating growth areas, while also serving as a reference document for other evaluation conferences, feedback discussions, and professional development over the course of the year.

What is the difference between a CAP and an IPDP?

IPDPs and CAPs both serve to support teachers in helping increase student learning and to support teacher growth in their professional practice. Both processes capture the teacher’s goals for their own growth and the growth of their students—created in collaboration with their principal or administrator. A teacher meets with their administrator multiple times throughout the year to reflect on their classroom performance, student progress and discuss development goals.

CAPs are further tailored for teachers who require additional support because they have been rated Ineffective or Partially Effective on their summative evaluation last year. In addition to establishing growth areas and strategies for growth, the CAP will also explicitly capture the metrics and processes for monitoring growth as well as the role the administrator will play in the teacher’s development.

Can a teacher have both a CAP and an IPDP?

No. A teacher either should have a CAP or an IPDP, depending on their most recent annual evaluation.

Who must receive a CAP?

Teachers who were rated Partially Effective or Ineffective on their Annual Evaluation in the 2020-21 school year receive a CAP in the 2021-22 school year.

What if a teacher already drafted a CAP with their school leader at the end of 2020-21?

The teacher and his or her principal should review the CAP they drafted at the end of last year and update the CAP with the student learning goals/SGOs that are appropriate for the teacher and the students they will be teaching. This must be entered into the Whetstone system, as it will serve as the basis for the teacher’s professional growth over the course of the year. The teacher and principal might also take this time to review professional goals set in the spring to ensure they are the highest leverage goals to support the teacher’s development.

How is the CAP used throughout the year?

The CAP is a living document that should be referenced throughout the year. At each post-observation conference and the mid-year review, the teacher and principal should review the professional growth goals outlined in the CAP and assess the teacher’s progress towards meeting those goals. The CAP document in Whetstone should not be edited after it is closed out. The CAP is updated through the sections on each observation and Mid-Year Review that provide CAP-reflection questions. The CAP is the main format by which the teacher and the principal collect and report evidence of the teacher’s growth and improvement.

What is the responsibility of a teacher on a CAP?

A teacher on a CAP is responsible for the development goals outlined in his or her CAP with the principal. These goals should be specific and time-based; the teacher should use these goals to guide his or her activities and efforts for development. In addition to being responsible for implementing these goals and actions in order to improve, the teacher will also participate in professional growth opportunities, reflect on his/her growth areas and request additional support when needed.

What is the administrator’s responsibility to support a teacher on a CAP?

An administrator with a teacher on a CAP is responsible for reviewing and co-developing the CAP with the teacher and then supporting the teacher in meeting the development goals outlined in the CAP. The CAP should explicitly articulate actions the administrator will take to directly support the teacher. The administrator is also responsible for conducting classroom observations to collect evidence of progress towards goals, ensuring the teacher has opportunities and guidance on how to access and participate in professional learning opportunities throughout the year, and for sharing clear, regular feedback with the teacher about his or her development.

Where do I send a completed CAP?

The teacher evaluation data system, Whetstone, will include a CAP form. Teachers and principals will use this form to record development goals and progress towards those goals throughout the year. This will serve as the official form of record for the teacher and must be submitted by the teacher through the Whetstone system.

How many observations must a teacher on a CAP receive?

A tenured teacher on a CAP is required to receive at least three observations – one additional observation compared to all other teachers. (A non-tenured teacher on a CAP must receive at least four formal observations.) In addition, a teacher on a CAP must be observed by more than one observer. This means at least one observation must be conducted by an observer other than the teacher’s main observer.

Must a teacher on a CAP receive a mid-year review?

Yes. Every teacher on a CAP must receive a mid-year review by February 15, 2022.

What constitutes good evidence on a CAP?

Good evidence of teachers’ progress towards meeting development goals meets the following characteristics:

Is specific and includes dates where applicable

Includes clear examples from classroom observations and other interactions; and

Is directly linked to the goals in the CAP.

What happens if a teacher on a CAP is rated Effective or Highly Effective at the end of the year?

If a teacher’s performance improves and he or she is rated Effective or Highly Effective at the end of 2021-22, s/he is no longer on a CAP for the 2022-23 school year and instead will create an IPDP.

What happens if a teacher on a CAP is rated Partially Effective or Ineffective at the end of the year?

While every effort will be made to support teachers to meet the goals of their CAP, if a tenured teacher fails to improve, the district may file a charge of inefficiency against the teacher, pursuant to state guidelines and requirements. If the teacher is non-tenured, the principal may decide not to continue the teacher’s contract next year (non-renew). If a teacher on a CAP is rated ineffective, the district will not renew a non-tenured teacher’s contract and must file a charge of inefficiency against the teacher.

Evaluation Policy & Process

What are the main components of the NBOE teacher evaluation process?

The main components of the teacher evaluation process are:

Goal-setting meeting between teacher and administrator to agree on the IPDP/CAP goals

Observations

 Pre-observation conference(s)

 Formal Observation of at least 20 minutes

 Post-observation conference(s)

Mid-year review

Over-time evidence collected outside of classroom observation

Annual evaluation

How many observations must a teacher have?

Non-tenured teachers must have at least three (3) observations, or four (4) if they are on a CAP. Tenured teacher must have at least two (2) observations, or three (3) if they are on a CAP, beyond these minimum

requirements, observers may conduct as many observations as deemed necessary to gather sufficient evidence to inform mid-year review and annual evaluation ratings.

Do all teachers need to be observed by multiple observers?

Non-tenured teachers and teachers with a CAP need to be observed by at least two different observers. Tenured teachers on an IPDP may be observed by multiple observers, though this is not a requirement.

How are teachers who serve students currently performing below grade level being evaluated?

All teachers will be evaluated using the Framework for Effective Teaching. The Framework describes what the essential components of effective teaching should look like in every classroom. We have purposefully defined practices universal enough that teachers of all students, at all grade levels, and in all subjects, may be fairly evaluated.

Student learning goals/SGOs are based on the academic growth that occurs over the course of the year, rather than attainment by the end of the year. By focusing on growth, we can ensure that teachers with students who begin the year below grade level may be fairly assessed. For example, a 5th grade teacher may have a student who enters her class on a 2nd grade level. At the end of the year, the student is on a 4th grade level. From a student growth perspective, the teacher can get “credit” for moving the student two years (from 2nd to 4th grade) in one school year.

Why the emphasis on student growth rather than just attainment/proficiency?

NBOE will continue to pursue the goal of ensuring that all students graduate with the skills necessary to succeed in college and careers. At the same time, NBOE believes it is critical to focus on growth when evaluating educators because growth considers each student’s starting point and more accurately captures the educator’s impact.

What do school leaders need to know to evaluate a teacher’s performance?

All school leaders responsible for staff evaluation are trained to ensure that they are fluent and consistent in their use of the Framework for Effective Teaching and in the methods for collecting evidence. School leaders will be held responsible for using the Framework to observe, evaluate, support, and develop their teachers.

How can teachers be assured that the evaluation system is being implemented in a high-quality way?

School leaders will participate in continued training and norming throughout the school year to ensure they are fully supported in understanding and using the rubric to evaluate teachers. In addition to ongoing training, NBOE will provide other resources and guidance. In addition, the School Improvement Panel at each school advises, on the implementation of a fair and equitable evaluation system.

Does the evaluation system look different for veteran teachers and novice teachers?

The evaluation system was designed to encompass measures that could be applied to all NBOE teachers, regardless of tenure or years of experience. The Framework for Effective Teaching describes elements of instruction that any school leader should be able to observe at any point in a teacher’s career. The only difference between veteran and novice teachers is the number of observations that will be conducted for tenured and non-tenured teachers.

Is a pre-observation conference mandatory for all observations?

No. All teachers are required to have at least one observation that is announced prior to the observation and is accompanied by a pre-observation conference. Pre-observation conferences may provide helpful context and information as part of the observation process.

Do all five Competencies have to be assessed for every observation?

There is no requirement that all Indicators or Competencies be rated in each lesson. For Competencies 1 – 4, one or more Competency may be rated based on what was observed. Indicator ratings should be selected for Indicators for which the observer has sufficient evidence. If an Indicator is rated, then the corresponding Competency must also be rated. Competency 5 should only be rated during mid-year review conference and annual evaluations, not during lesson observations. However, progress on all five Competencies may be discussed at post-observation conferences.

Do all five Competencies have to be assessed as part of the mid-year review?

Yes, teachers should receive a rating on each Competency at the mid-year review. However, the discussion at a mid-year review conference may center specifically on Competencies that are most relevant to a teacher’s performance and development. It is important therefore, that administrators ensure that they have sufficient evidence prior to the mid-year review to effectively discuss each of the Competencies.

Do all five Competencies have to be assessed as part of the annual evaluation?

Yes, all five Competencies must be assigned a performance level as part of the annual evaluation. As with the mid-year review conference, it is vital that the administrator have evidence of the teacher’s practice in all Competency areas prior to the annual evaluation conference.

How are Competencies weighted?

For observations, mid-year reviews and annual evaluations, each of the first four Competencies is weighted the same and should be viewed as having the same importance. Competency 5, while worth fewer points, is important in determining the teacher’s overall evaluation score because a teacher not meeting expectations in Competency 5 will receive a lower overall score.

How are individual Indicators within the Framework for Effective Teaching rated in the evaluation process?

Indicators are the foundation of the Framework for Effective Teaching and describe the specific practices that define effectiveness. Indicators do not carry a numeric value for any part of the teacher evaluation process. However, they may be rated during an observation or the mid-year review if there is a preponderance of evidence that dictates a rating for a given Indicator or if a certain Indicator is of focus for a teacher’s growth and development. During the annual evaluation all Indicators must be rated.

How are over-time Indicators considered?

Over time Indicators are formally considered during the mid-year review and the annual evaluation. At this point, the administrator considers all of the evidence accumulated through observations, progress toward student learning goals/SGOs and professional goals, artifacts of the teacher’s practice such as unit and lesson plans, as well as other interactions with the teacher. The administrator identifies a rating for each of the over-time Indicators for Competencies 1-4 based on evidence gathered during the year. Then, the administrator identifies performance levels for each Competency for Competencies 1-4 based on a preponderance of evidence for both types of Indicators. For Competency 5, the administrator identifies whether the teacher’s performance Exceeds Expectations, Meets Expectations, is Slightly Below Expectations, or is Significantly Below Expectations. Then, based on a preponderance of evidence, the administrator selects whether or not the teacher meets the standard on the overall Competencies.

The administrator may consider or discuss evidence towards over-time Competencies at conferences other than the mid-year review and annual evaluation. However, they are only formally rated at these two points. For example, the administrator and teacher may discuss evidence of *If. Progression of Instruction*

at a post-observation conference discussion about the teacher's planning. The administrator would not rate *Indicator 1f* at that observation, however.

How long after an observation must the post-observation conference be held?

The post-observation conference must be held within 10 calendar days (exclusive of the absence of either party) following the observation, and is recommended within three school days. At this meeting, the teacher and observer collaboratively analyze the lesson and the instructional process and discuss the evidence leading to the ratings.

Should all observations have a post-observation conference?

Yes, all formal observations, regardless of whether they are announced or unannounced, must be followed by a post-observation conference within 10 calendar days. For tenured teachers, who were rated Effective or Highly Effective on the previous year's annual evaluation, an informal post-observation process is permissible, using email and/or sharing the form on Whetstone, on the condition that the teacher agrees to forego the in-person meeting.

What is an "informal" post-observation conference?

Tenured teachers rated Effective or Highly Effective at the end of the previous school year may have an informal post-observation conference. This means the administrator may share his or her feedback with the teacher in writing rather than in person, through the Whetstone system. The teacher must agree, in writing, to an informal post-observation conference.

What is the difference between an announced and an unannounced observation?

An announced observation is one in which the teacher is given advance notice of the observation before an observer comes to conduct the observation. A pre-observation conference may or may not precede an announced observation. An unannounced observation is one in which the teacher is not given any prior notice of the observation by an observer. A pre-observation conference will not precede an unannounced observation.

Can someone who is not the principal observe and evaluate teachers?

Yes. Any person who is appropriately certified may observe and evaluate teachers.

How does the mid-year review rating factor into the annual evaluation rating?

The mid-year review rating and conference is an opportunity for teachers and administrators to discuss the teacher's performance to date, and the progress the teacher has made towards his or her goals. The observer will consider evidence from observations, student learning and growth, artifacts of the teacher's work such as unit and lesson plans, and other interactions to inform the mid-year rating and discussion. This rating is formative in nature. At the annual evaluation, the observer considers all observations, information from conferences, including the mid-year conference, final assessment of student learning goals, and other evidence to assign the annual evaluation rating. This rating is a summative rating of the teacher's performance over the entire year, and does have stakes connected to the rating. The mid-year rating is only one of a variety of items considered in the determination of the annual rating.

Does signing the observation or annual evaluation form mean agreement?

No. Signing the observation report or annual evaluation is only an acknowledgement that it was received and discussed.

Will the observation rating or annual evaluation rating still stand even if the teacher does not sign the form?

Yes.

What is the process for a teacher who disagrees with their observation, Mid-Year, or Annual rating?

If a teacher disagrees with his or her score, s/he still has to sign the form to indicate receipt, but not agreement. In the event that a teacher refuses to sign the form, a witness signature must be obtained indicating the refusal to sign. Teachers have the opportunity to object to the evaluation in writing within 10 days of the post-observation conference. For rebuttals of formal observations, the written rebuttal should be submitted to the Principal. The school based administrator will review this rebuttal. For mid-years and annual evaluations, the Assistant Superintendent (or his/her designee) may review the rebuttal and supporting documents. If the rating is inconsistent with the documentation, the Assistant Superintendent may, in his/her sole discretion, change the overall evaluation rating after reviewing the documentation with the principal.

Where do I access Whetstone?

You can access the online system that captures all of your evaluation information at app.Whetstoneeducation.com. For support at any time, please visit Whetstone’s “Live Support” page, accessible by clicking on the question mark button located at the top-right of your Whetstone dashboard.

What are the full current legal requirements for teacher evaluation?

While this Guidebook is an attempt to synthesize the information around the legal requirements for teacher evaluation, the state’s requirements around teacher evaluation can be found here:

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

APPENDIX D: RECOMMENDED TIMELINES

Most of the dates below are not absolute deadlines but are included here to support you in sequencing the steps in the evaluation system over the course of the year to make the process as valuable for you and for your teachers as possible. Required dates are highlighted in **bold**. We recognize that professional development will be happening in an ongoing basis and should be embedded throughout the process. Additionally, informal observations should be conducted regularly throughout the year from September through June.

	Non-tenured Teachers 3 required obs	Tenured Teachers 2 required obs	Tenured Teachers with a Corrective Action Plan 3 required obs	Non-tenured Teachers with a Corrective Action Plan 4 required obs
Sept	Conduct goal-setting conference to develop IPDP which includes professional growth and student learning goals, final IPDP is due by October 29	Conduct goal-setting conference to develop IPDP which includes professional growth and student learning goals, final IPDP is due by October 29	Conduct goal-setting conference to develop CAP, which includes professional growth and student learning goals, final CAP is due by October 29	Conduct goal-setting conference to develop CAP, which includes professional growth and student learning goals, final CAP is due by October 29
Oct	Complete first observation, including post-observation conference (and pre-observation conference if it's an announced visit)		Complete first observation, including post-observation conference that explicitly discusses the CAP (and pre-observation conference if it's an announced visit)	Complete first observation, including post-observation conference that explicitly discusses the CAP (and pre-observation conference if it's an announced visit)
Nov		Complete first observation, including post-observation conference (and pre-observation conference if it's an announced visit)		
Dec	Complete second observation, including post-observation conference (and pre-observation conference if it's an announced visit)		Complete second observation, including post-observation conference that explicitly discusses progress on the CAP (and pre-observation conference if it's an announced visit) Mid-Year reviews begin; examine progress towards goals on CAP at the review	
Jan	Mid-Year reviews begin; examine progress towards goals on IPDP at the review	May complete an optional observation, including post-observation conference (and pre-observation conference if it's an announced visit) Mid-Year reviews begin; examine progress towards goals on IPDP at the review Mid-Year reviews conclude by February 15	Complete second observation, including post-observation conference that explicitly discusses progress on the CAP (and pre-observation conference if it's an announced visit) Mid-year reviews conclude by February 15	Complete <u>third</u> observation, including post-observation conference that explicitly discusses progress on the CAP Mid-year reviews conclude by February 15

Feb	Complete <u>third</u> observation, including post-observation conference (and pre-observation conference if it's an announced visit)			
Mar		Complete <u>second required</u> observation, including post-observation conference (and pre-observation conference if it's an announced visit)	Complete <u>third</u> observation, including post-observation conference that explicitly discusses progress on the CAP	Complete <u>fourth</u> observation, including post-observation conference that explicitly addresses progress on the CAP
Apr	Annual evaluation conference and rating assigned by April 14			Annual evaluation conference and rating assigned by April 14 Decisions about renewal of teacher contracts are due to HRS office
May		Final evaluation rating complete by June 15	Annual evaluation conference and rating assigned by May 13	
June			Work with HRS Office to pursue tenure charges if applicable;	