



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



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

March 6, 2013

Agenda

I. Describe the purpose of today's proposed TEACHNJ regulations.

**II. Introduce new terms and concepts in Chapter 10
Share key elements of regulations:**

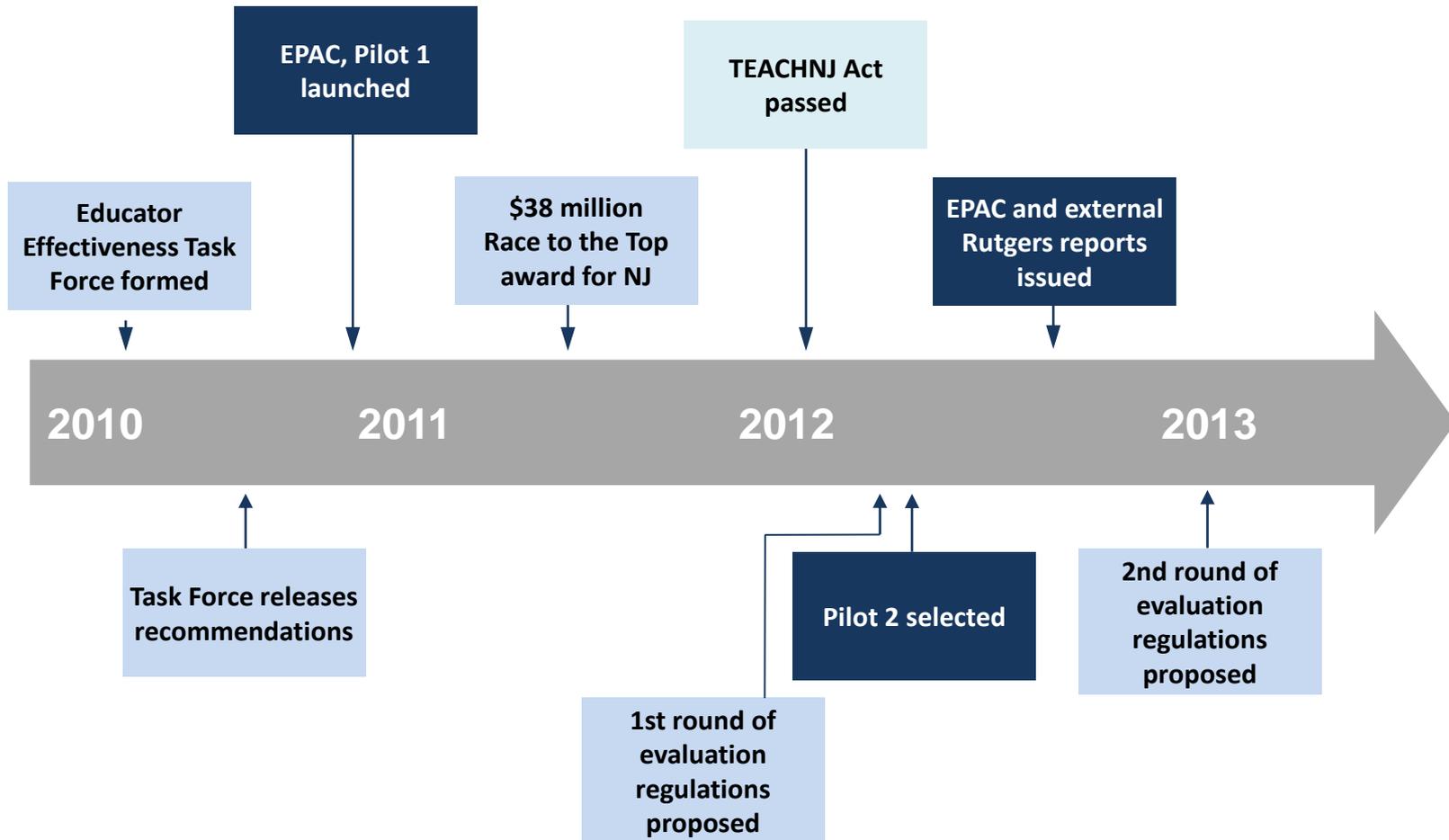
- Teacher Evaluation Overview
- Principal Evaluation Overview
- Other TEACHNJ Requirements

III. Introduce amendments to Chapter 3 to align with TEACHNJ.

Context: Why is educator evaluation important?

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

Context: More than three years of evaluation progress



Context: Key provisions of TEACHNJ

Historic tenure legislation: TEACHNJ Act

- Unanimous approval of the State Legislature
- Governor Christie signed bill into law on August 6, 2012

Support	<ul style="list-style-type: none">• Required training on the evaluation system• Targeted feedback to drive professional development• School Improvement Panel conducts evaluations, leads mentoring, and identifies professional development opportunities• Corrective Action Plan for Ineffective/Partially Effective rating
Evaluation	<ul style="list-style-type: none">• Implementation in 2013-2014• Four levels of summative ratings• Educator practice instruments used for multiple observations• Multiple objective measures of student learning for teachers, principals, VPs/APs
Tenure	<ul style="list-style-type: none">• Teachers earn tenure after 4 years based on effectiveness• Effective ratings required to maintain tenure• Dismissal decisions decided by arbitrators

Context: What's the same?

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

Application of TEACHNJ

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

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

Context: DOE commitment to communication and support

Support	Examples
Informational Materials and Sample Forms	<ul style="list-style-type: none">• Informational guide and presentation• Overviews of new measures• Summative evaluation forms• Goal-setting forms• Sample templates• Evaluation leadership rubric
Presentations and Training	<ul style="list-style-type: none">• 8 regional presentations• School visits• Implementation managers• Superintendent /Curriculum Directors roundtables• Stakeholder conferences
Guidebooks	<ul style="list-style-type: none">• Goal-setting methodology and examples• Principal evaluation• Teacher evaluation
On-Going Communication	<ul style="list-style-type: none">• Redesigned website: www.nj.gov/education/achievenj• Phone support: (609) 777-3788• Email support: educatorevaluation@doe.state.nj.us• Regular communication to school leaders and teachers

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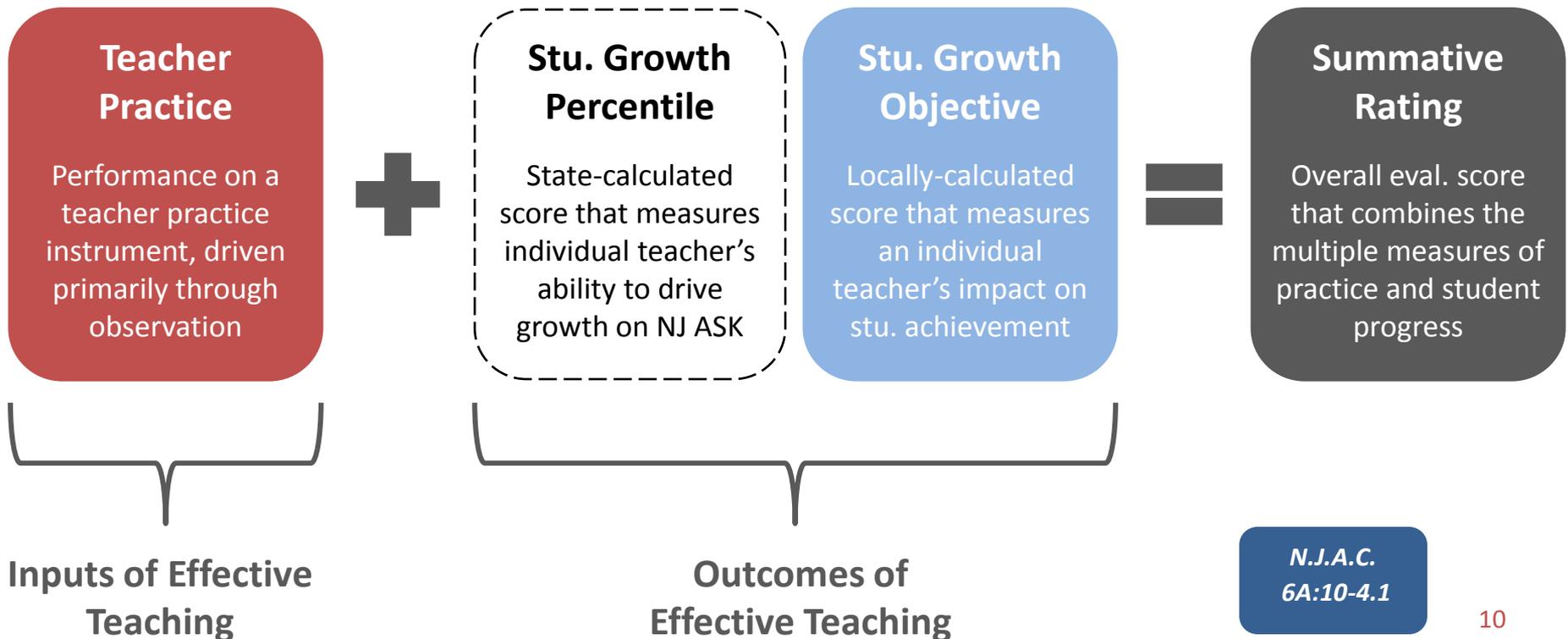
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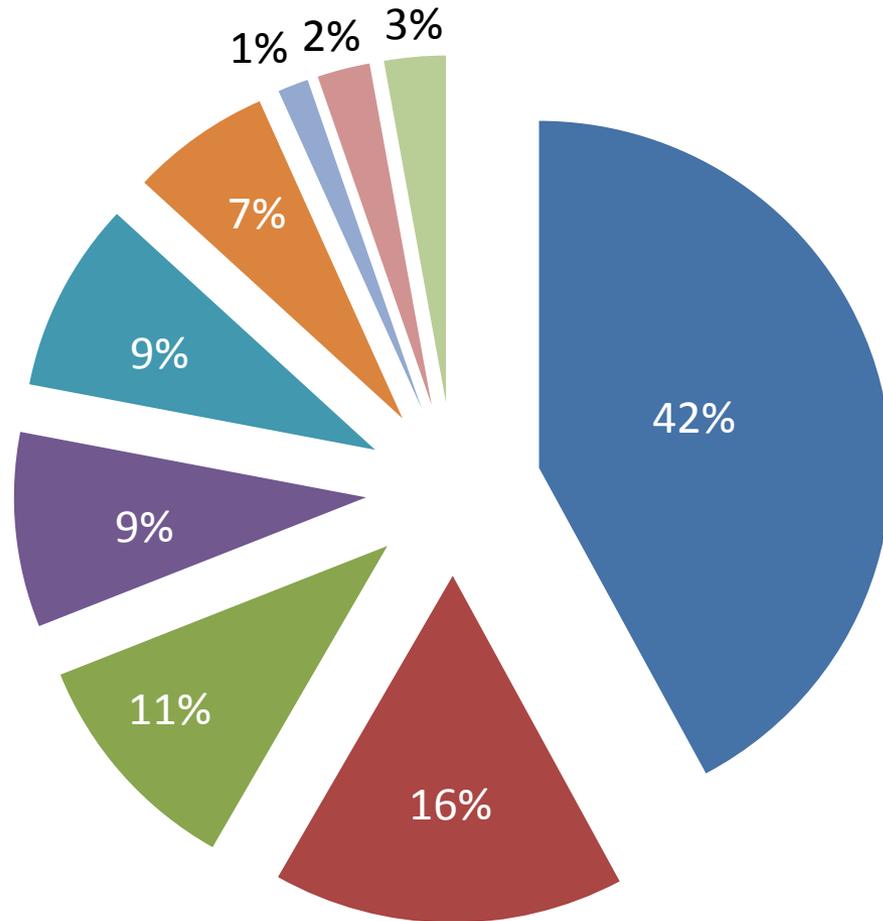
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Teacher Evaluation: *Introduction*

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



Teacher Evaluation: *Introduction to Teacher Practice*



Teacher Practice Instruments

- Danielson 2011
- Danielson 2007
- Stronge
- McREL
- Marzano
- Marshall
- Rhode Island Model
- Instruments used in < 5 districts
- District-developed models



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

Teacher Evaluation: *Teacher Practice Protocols*

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

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

Notes:

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



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

Teacher Evaluation: *Training and reliability provisions*

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

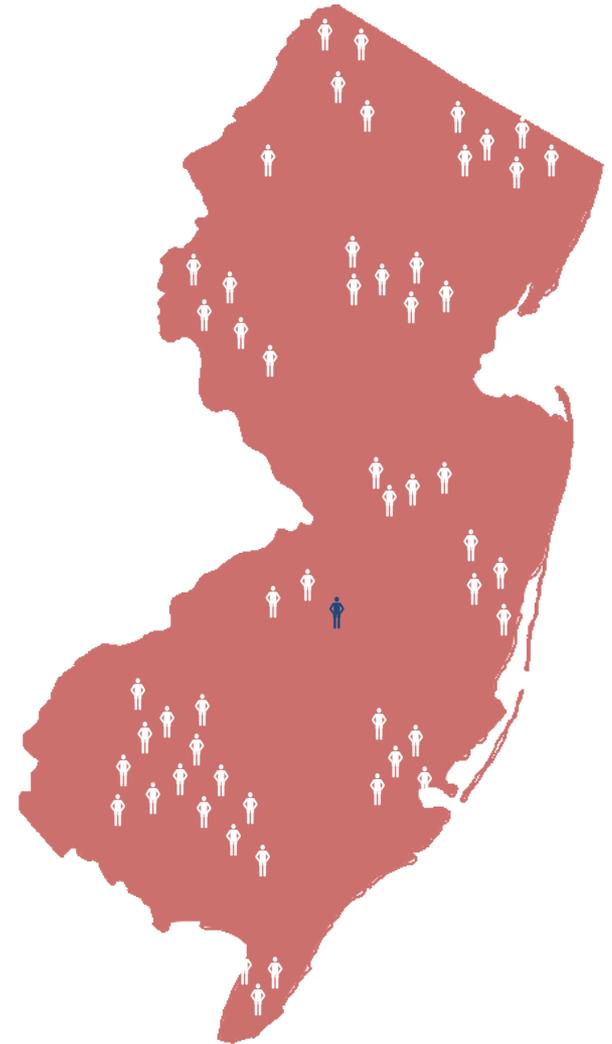


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Teacher Evaluation: *Calculating Student Growth Percentiles*

All students can show growth.

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



Teacher Evaluation: *Median Student Growth Percentile*

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

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

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



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

Teacher Evaluation: *Introduction to Student Growth Objectives*

All teachers will set Student Growth Objectives (SGOs):

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



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

Teacher Evaluation: Student Growth Objectives

Sample SGOs

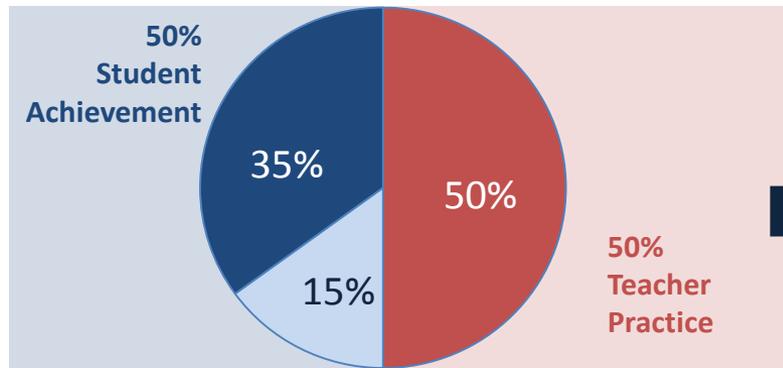
Subject	Assessment	For teacher to earn a rating			
		Level 4	Level 3	Level 2	Level 1
Second Grade Lang. Arts	The Text Reading and Comprehension (TRC) assessment	90% of students increase at least 1 proficiency level	80% of students increase at least 1 proficiency level	70% of students increase at least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



Teacher Evaluation: *Weighting of Components (Tested)*

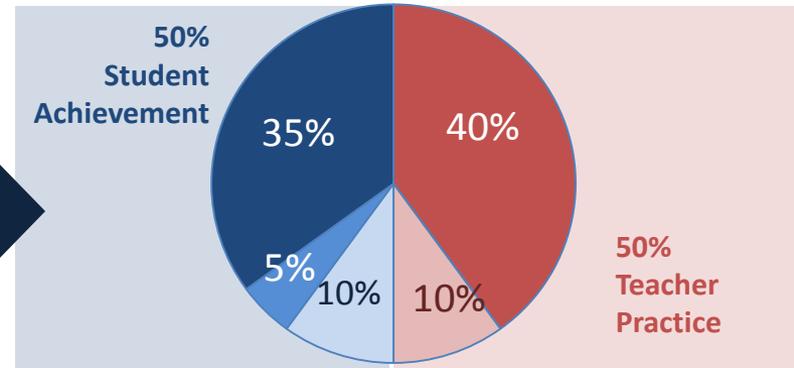
Tested Grades and Subjects (Currently grades 4-8, math and ELA): 50% from teacher practice and 50% from student achievement measures

2013–14



- Teacher Practice
- Student Growth Objectives
- Student Growth Percentile

Future Target*



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

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

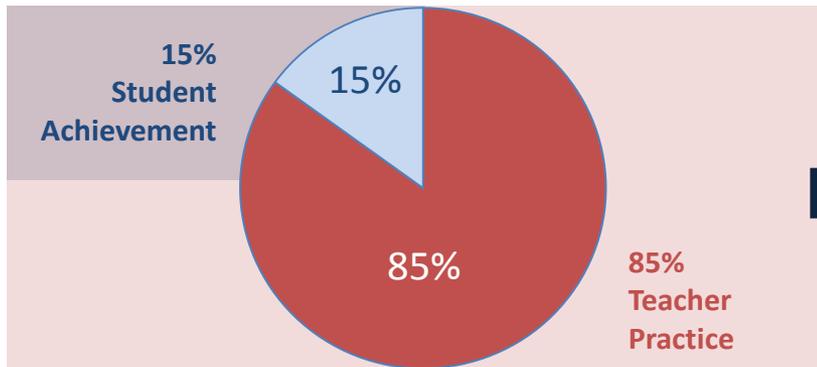


**N.J.A.C.
6A:10-4.1**

Teacher Evaluation: *Weighting of Components (NTGS)*

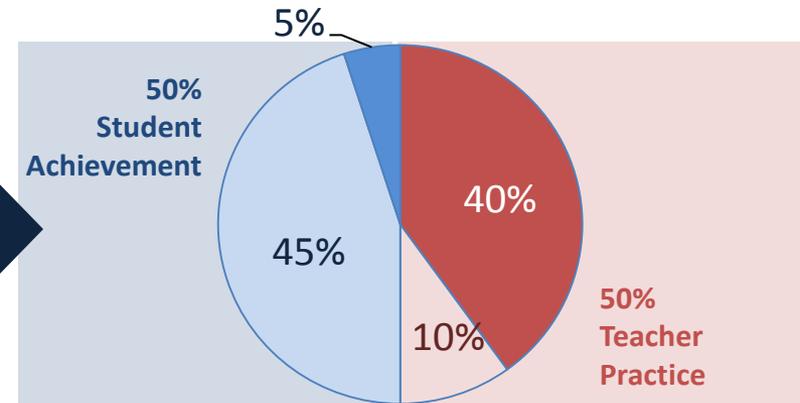
Teacher in Non-Tested Grades and Subjects: Weights will be phased in over time to move towards 50% teacher practice and 50% student achievement

2013–14



- Teacher Practice
- Student Growth Objectives

Future Target*



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

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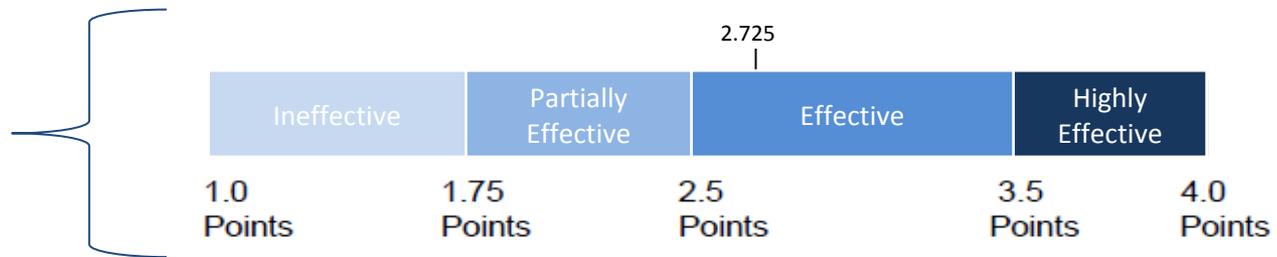


**N.J.A.C.
6A:10-4.1**

Teacher Evaluation: *Summative Ratings*

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

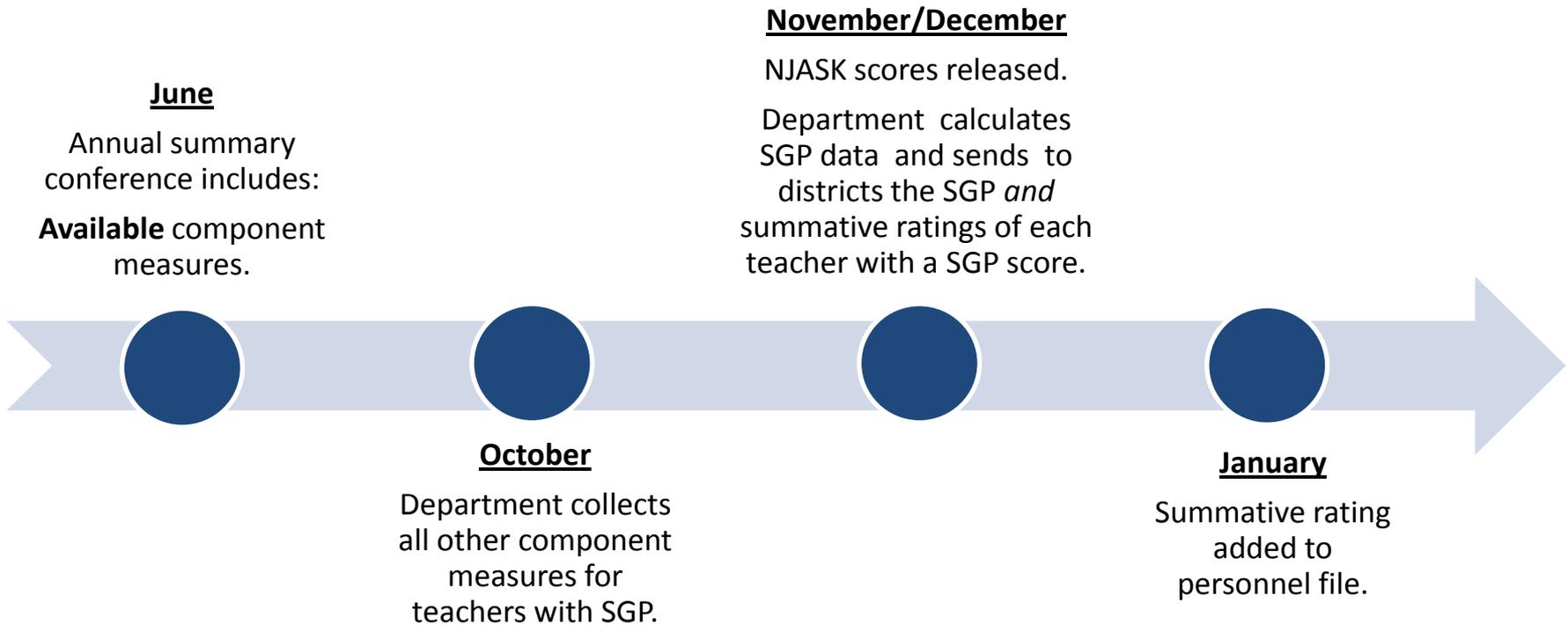
This is a sample scale. The NJDOE will determine the actual scale prior to September 2013.



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

Teacher Evaluation: *Summative Rating Timeline*

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



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

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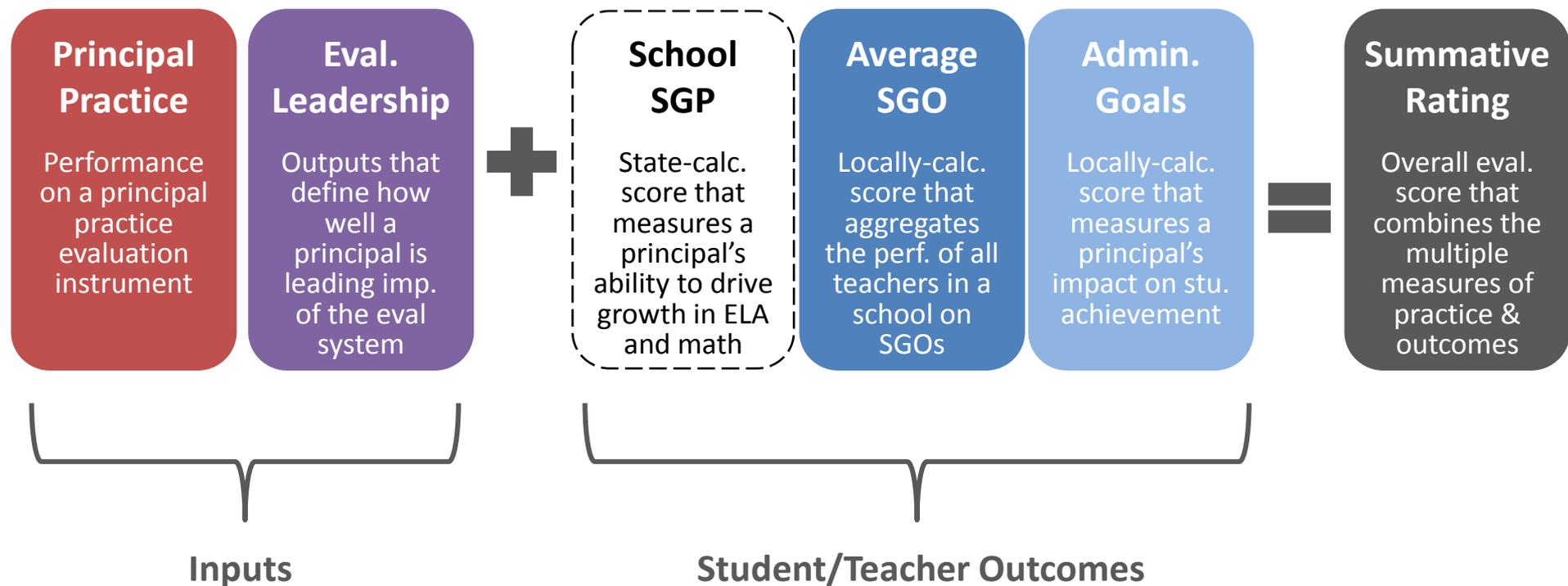
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Principal Evaluation: *Introduction*

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

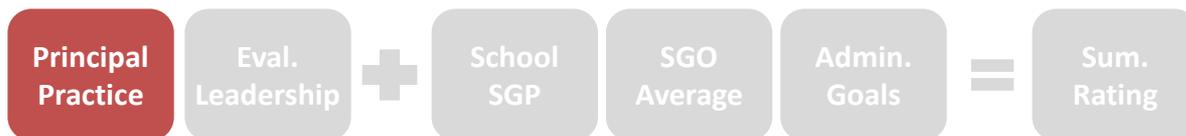


Principal Evaluation: *Principal Practice Component*

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

Options may include:

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



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

Principal Evaluation: *Evaluation Leadership Key Components*

- **Principals will be rated** using a state rubric **on their performance in leading the new evaluation system** at the school level.

Domain 1: Building knowledge and collaboration

1. Component 1a: Preparing teachers for success
2. Component 1b: Building collaboration

Domain 2: Executing the evaluation system successfully

1. Component 2a: Fulfilling requirements of the evaluation system
2. Component 2b: Providing feedback, coaching, and planning for growth
3. Component 2c: Ensuring reliable, valid observation results
4. Component 2d: Ensuring high-quality Student Growth Objectives (SGOs)



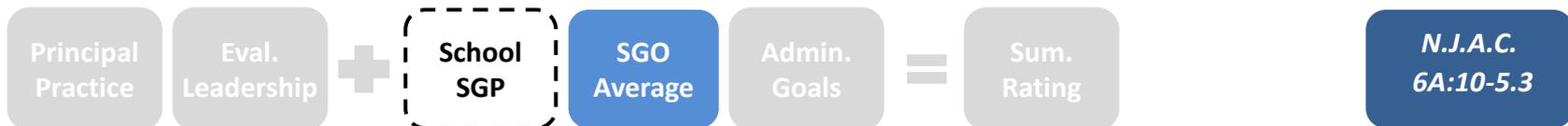
Principal Evaluation: *SGP and SGO* Components

School SGP

- **Principals** whose students have SGPs **will receive the average school-wide SGP score.**
- **Principals will be placed in 3 categories:** Multi-Grade SGP Principal, Non-SGP Principal, Single-Grade SGP Principal. Component weighting will differ across categories.

SGO Average

- Principals will be rated on **their teachers' success in achieving student growth objectives (SGOs)** each year through an average of their teachers' scores.

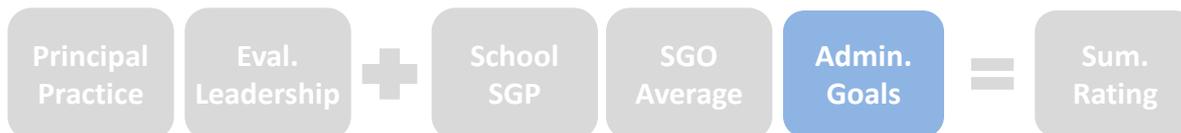


Principal Evaluation: *Administrator Goals*

- Administrator goals are annual, specific, and measureable academic goals based on growth and achievement for groups of students set by principals and approved by their CSA/Superintendent. This parallels teachers' SGO process.

Some Possible Administrator Goal Examples:

- Advanced Placement scores
- SAT, ACT scores
- Graduation rates (in schools with under 80%)
- College acceptance rates
- NJ ASK scores
- HSPA scores
- Nationally norm-referenced tests



*N.J.A.C.
6A: 10-5.2*

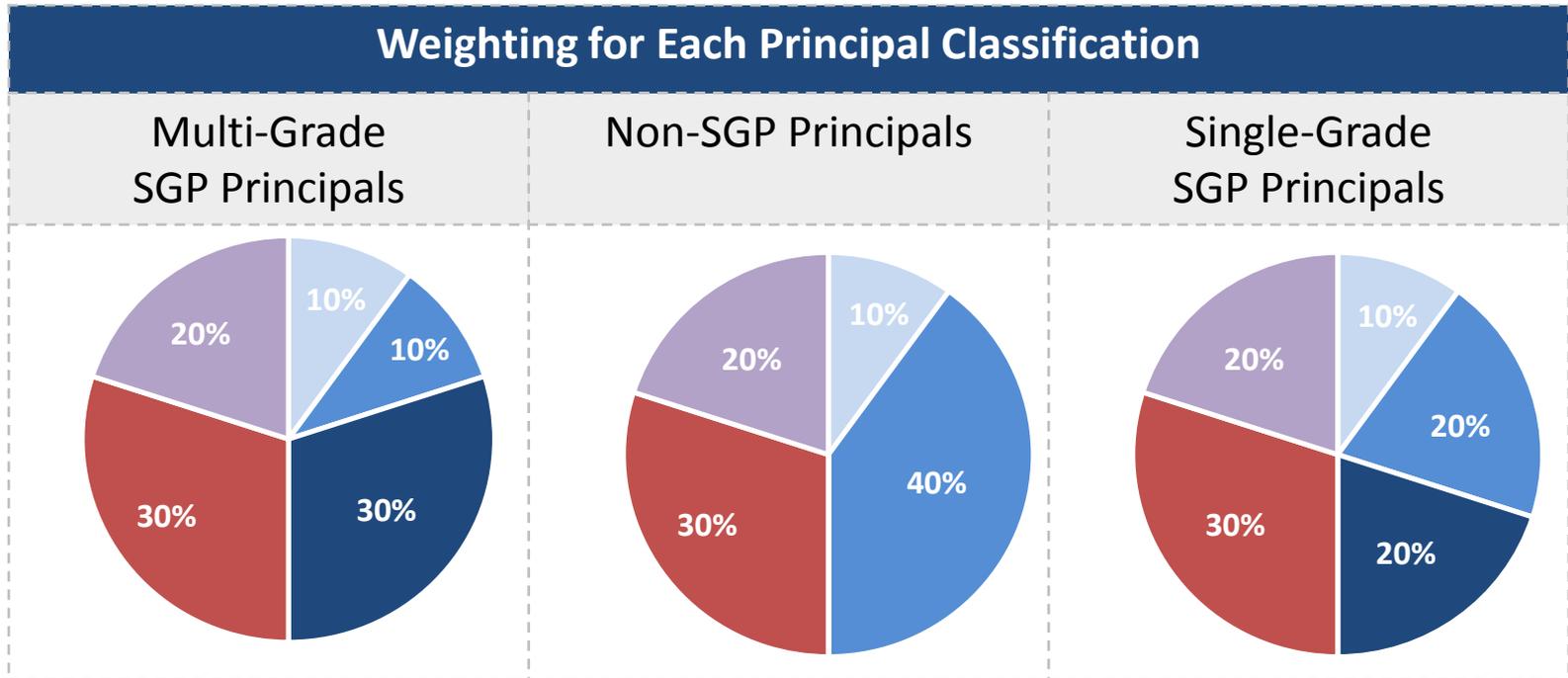
Principal Evaluation: *Weighting of Components*

		Components	Multi-Grade SGP Schools	Non-SGP Schools	Single Grade SGP Schools
Inputs	}	Principal Practice Instrument	30%	30%	30%
		Evaluation Leadership	20%	20%	20%
Student/ Teacher Outcomes	}	SGO Average	10%	10%	10%
		School SGP	30%	0%	20%
		Principal Goals	10%	40%	20%
		Total Percentage	100%	100%	100%



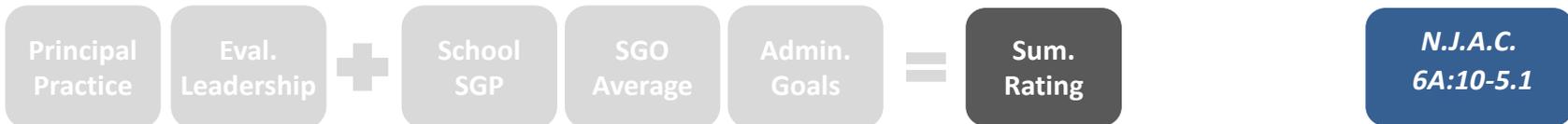
**N.J.A.C.
6A:10-5.1**

Principal Evaluation: *Weighting of Components*



KEY

Inputs	50%	Observation Rubric	Evaluation Leadership
Student/Teacher Outcomes	50%	SGP	Admin. Goals
			SGO Avg.



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School Improvement Panel: *Teacher Member*

Composition and Selection

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

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

School Improvement Panel: *Teacher Member*

Is teacher allowed to perform observations?

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

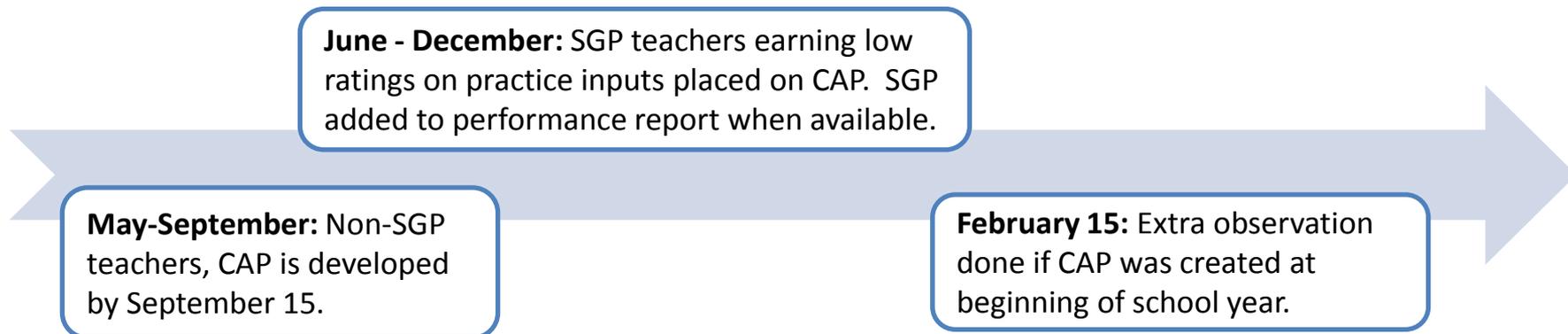


Details in Proposed Code (N.J.A.C. 6A:10-3)
Agreement of majority representative and principal approval to conduct observations for the purpose of evaluation.
Teachers conducting observations for the purpose of evaluation must have a supervisory certificate and cannot also be a mentor.

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

Corrective Action Plan

10-2.5 Corrective Action Plan for all teaching staff



Content:

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

Monitoring Progress:

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

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

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Tenure Charges: Key Changes for TEACHNJ Alignment

N.J.A.C. 6A:3-5.1

- Reflects elimination of 90-day improvement period.
- Exception for inefficiency charge now only applies to teacher, principal, AP, and VP.

N.J.A.C. 6A:3-5.3

- Time period for filing answer to inefficiency charges is 10 days.
- Reflects new requirement for arbitrator.

N.J.A.C. 6A:3-5.5

- Signals the different timeline for inefficiency charges.
- Commissioner may no longer retain case for hearing.

N.J.A.C. 6A:3-5.6

- Reflects requirement for a withdrawal or settlement to be approved by to arbitrator not ALJ or Commissioner.