



Teacher Evaluation 2017-2018

Dr. Michael Kozak

Dr. Dori Alvich

Bethanne Augsbach

Chari Chanley

Adam Layman

Jackie Winters

Kerri Kirchner

NJ DOE TEACHER EVALUATION



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

OBSERVATION CHANGES

Streamlined Minimum Teacher Observation Requirements

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

- Tenured teachers receiving a conjunctive rating below Applying (Effective) will be able to request a third observation.



TENURED AND NON-TENURED OBSERVATIONS

Domain One Elements:
Classroom Strategies and Behaviors

- 3 to 6 Elements
- Lesson Plan Drives Selection



TENURED OBSERVATIONS

2 Short Observations:

- At Least 20 Minutes
- One Observation is Announced:
Pre/Post Conference
- One Observation is Unannounced:
Within Two Week Window (After December 1st)
Post Conference



NON-TENURED OBSERVATIONS

3 Short Observations:

- At Least 20 Minutes
- Two Observations are announced:
Pre/Post Conferences
- One Observation is Unannounced:
Within Two Week Window (After December 1st)
Post Conference



Domain Two Elements: *Planning and Preparation*

- 1 Element
- Lesson Plan Drives Selection
- Evidence Collected and Presented During Pre and Post Conferences
- Element will be kept open:
Recognized Leaders

The header features a green apple and a portion of a chalkboard with the word "EDUCATION" written on it. The background of the slide is a dark green gradient with a curved white line separating the header from the main content.

Domains Three and Four Elements: *Reflecting; Collegiality and Professionalism*

- 1 Element per Domain
- Evidence Collected Throughout the Year; Presented During Pre & Post Conferences
- Elements kept open: Recognized Leaders
- Finalized in April (NT) or May (T):
at Final Post/Summative Conference

PDP AND SGO CHANGES

Aligned Professional Development Plan (PDP) and Student Growth Objective (SGO)

Deadlines:


All Due on October 31, 2017

Additional time provides the opportunity to collect the best and most appropriate information prior to setting goals.

PDP FORM AND PD STANDARDS

Monroe Professional Development Plan Form
and NJ Professional Development Standards
Links:

[NJ Professional Development Standards](#)



Monroe Township School District: Teacher Professional Development Plan (PDP)

Teacher Name	School Name	Date
Assignment/Department/Grade Level	Principal Name or Supervisor Name	Plan Begin/End Dates

I. Areas Identified for Development of Professional Practice (Up to 3 Goals Maximum)

No.	Areas Identified for Development	Rationale
1		
2		
3		

II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Activities	Completed Activities	Hours	Completion Date
1					
2					
3					

1 Updated May 2015

*The PDP Shall Include Up to Three Goals Maximum
PDP Goals: Teacher Created, Administrator Supported*



TEACHER PRACTICE RATING

55% For Tested Grades

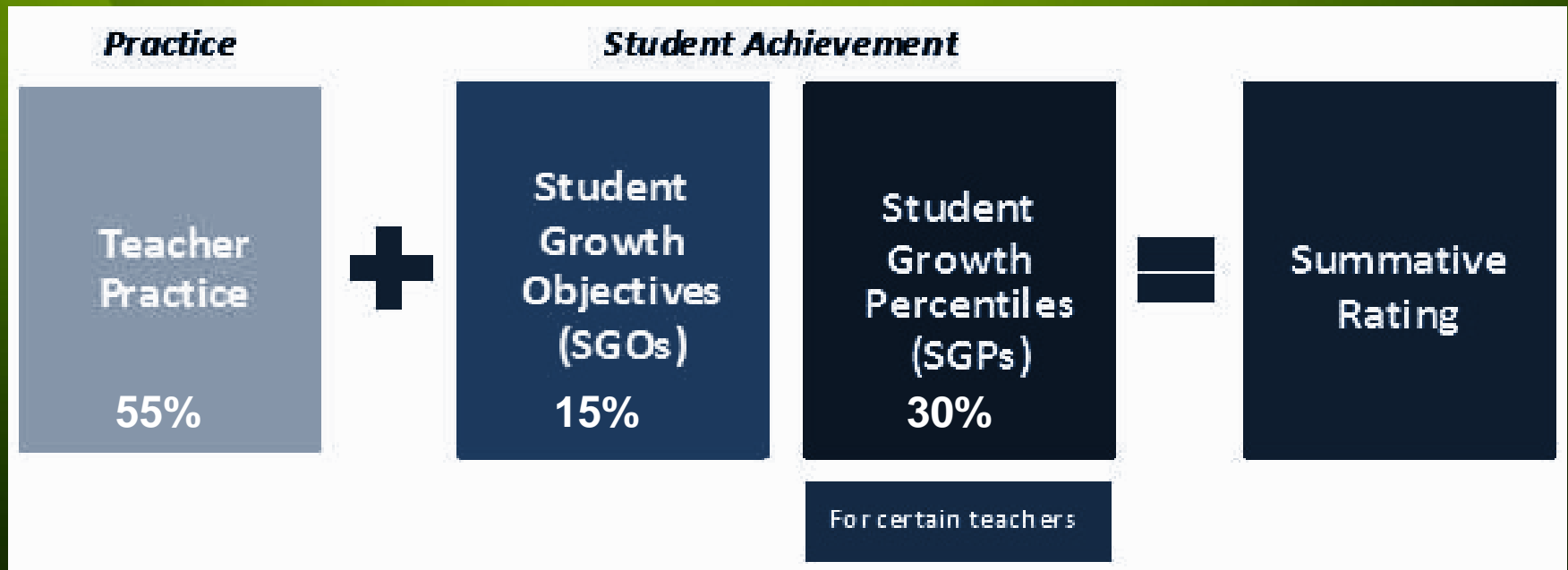
85% For Non-Tested Grades and Subjects

Domains	Highly Effective	Effective	Partially Effective	Ineffective
D1, D2, D3, D4	At Least 65% Rated at Highly Effective (Innovative)	At Least 65% Rated at Effective (Applying) or Higher	Less than 65% at Effective (Applying) or Higher and Less than 50% at Ineffective	Greater than or equal to 50% at Levels 1, 0 (Beginning and Not Using)

WEIGHTING OF COMPONENTS

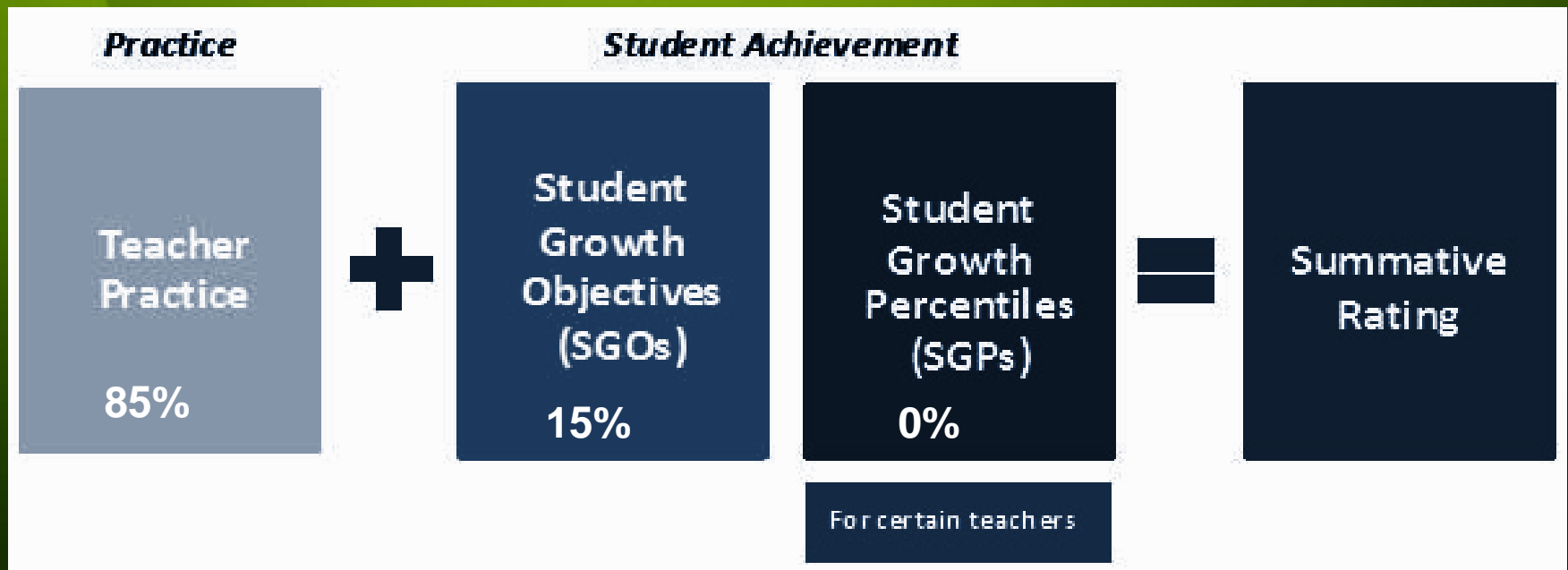
Tested Grades 4-8: ELA

Tested Grades 4-7: Mathematics



WEIGHTING OF COMPONENTS

Non-Tested Grades and Subjects





STUDENT GROWTH OBJECTIVES: SGOs

- All NON-SGP Certificated Staff Will Set Two Goals –Includes All CST & Related Service Staff
- All SGP Certificated Staff may set one or two goals
- S.M.A.R.T. Goals
- Goals Aligned to Common Core
- Goals May Be Tiered – Not Mandated



STUDENT GROWTH OBJECTIVES: SGOs

- Teacher and Data Driven Goals
- Administrator-Supported
- Based on Multiple Measures of Data
- Forms Can be found:
 - iObservation
 - District Home Page: [AchieveNJ: Educator Evaluation](#)



STUDENT GROWTH OBJECTIVES: SGOs

Baseline data may include:

- Results from prior year tests/portfolios that assess knowledge and skills that are prerequisites for the current grade/course
- Beginning of year/course diagnostic tests and/or performance tasks/portfolio work
- Prior standardized test scores may be used to establish baseline data but not to set SGOs



BASELINE DATA SOURCES:

- Benchmarks, Quarterly Exams
- Research Papers, Labs, Notebooks
- Journals, Writing Samples, Portfolios
- Project-Based Assessments, Presentations
- Skill Demonstration, Persuasive Speech
- Sight Reading, Dramatic Performance



STUDENT GROWTH OBJECTIVES: SGOs

TIMELINE:

- **September - October 2017:** Use multiple measures to determine starting points of student learning
- **By October 31, 2017:** Set ambitious yet achievable student learning goals; approval from supervisor
- **October - April/May 2018:** Track progress and refine instruction accordingly – Ongoing.
- **By February 15, 2018:** Make adjustments to SGOs with superintendent's approval
- Review results/SGO scores with your principal or supervisor:
 - **Non-Tenured Teachers by April 30, 2018**
 - **Tenured Teachers by May 31, 2018**



STUDENT GROWTH OBJECTIVES: SGOs

For Other Certificated Staff:

- S.M.A.R.T. Goals
- Teacher-Driven and Data-Driven
- Administrator-Supported
- Embedded Within the Daily Work of Staff
- If Working with Students;
One Must be Student Data-Driven
- Link to Form in iObservation

EDUCATION

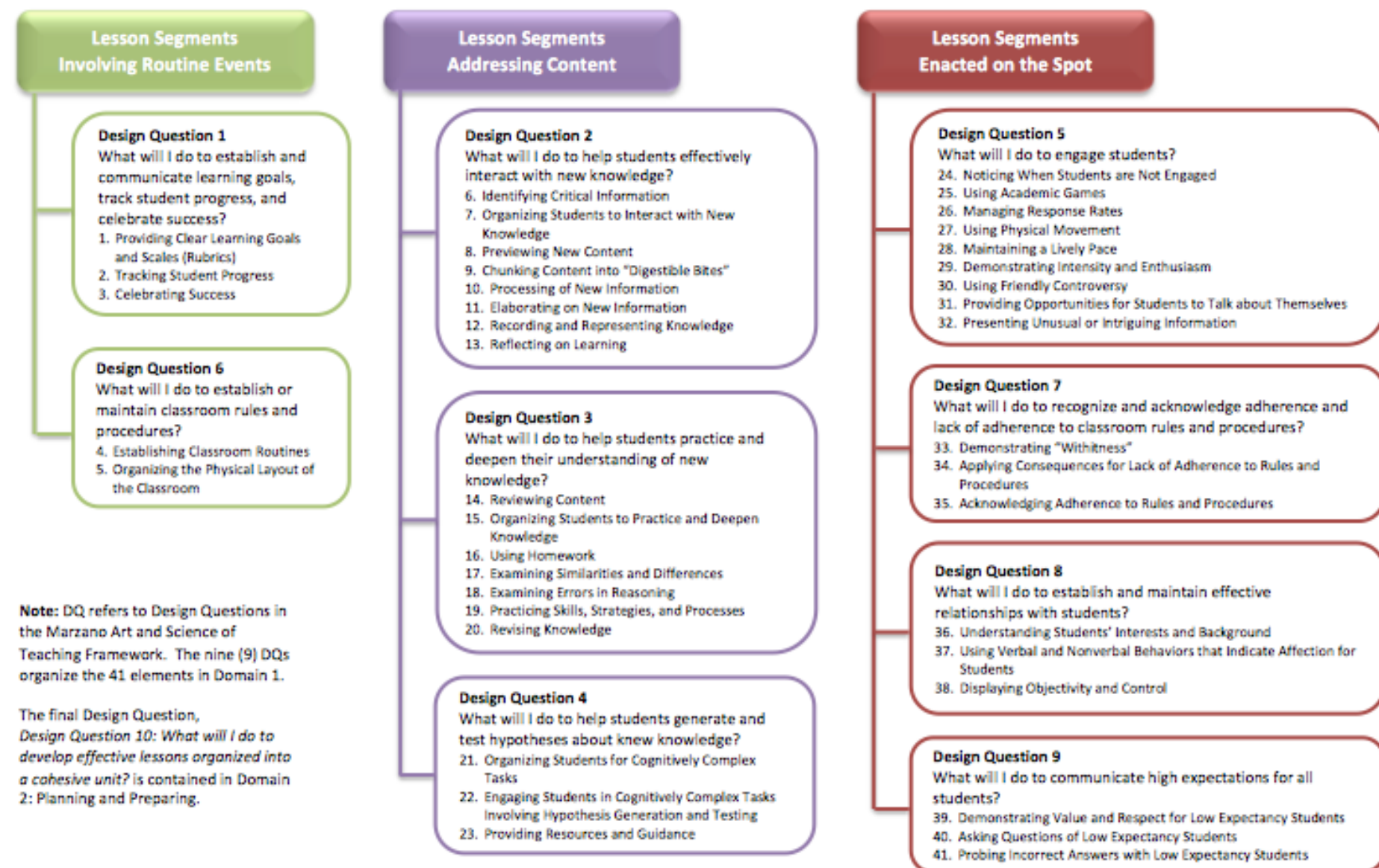


Please Email us with any
questions that you may need
further clarity on.



Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- 45. Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

- 47. Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

- 48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

- 49. Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- 50. Identifying Areas of Pedagogical Strength and Weakness
- 51. Evaluating the Effectiveness of Individual Lessons and Units
- 52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- 53. Developing a Written Growth and Development Plan
- 54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- 55. Promoting Positive Interactions with Colleagues
- 56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- 57. Seeking Mentorship for Areas of Need or Interest
- 58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- 59. Adhering to District and School Rule and Procedures
- 60. Participating in District and School Initiatives