

FRAMEWORK FOR EFFECTIVE TEACHING

Newark Public Schools
Teacher Performance Evaluation

A GUIDEBOOK FOR TEACHERS & ADMINISTRATORS
2013-2014



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LETTER FROM THE SUPERINTENDENT

Dear Colleagues,

We all know that, in a 21st century economy, there are not enough opportunities for young people without college-level skills. If our students are not college-ready by the time they graduate high school, they face limited life options. Great teachers—in every classroom, for every student, every day—can help our students realize their dreams.

The Framework for Effective Teaching is one of the best tools we have to make great teaching a reality in every classroom. After gathering feedback through surveys, focus groups, and one-on-one sessions, we are pleased to report that many of you like the framework; therefore we only made small adjustments to our approach. The five essential Competencies at the core of the framework continue to set clear and high expectations for our teachers and represent our shared vision of the most important things teachers in Newark can do to get great results for our students.

The framework therefore continues to be the basis for our teacher evaluation process in the 2013-14 school year. Principals and other evaluators consider observations (e.g., insights into teaching moments), artifacts (e.g., unit plans and student work) and quantitative data (e.g., standardized tests and writing assessments) as they assess a teacher's performance. At the mid-year review and at the end of the year assessment, the evaluator assigns a score in each Competency, which leads to a single overall rating.

The framework, however, is about much more than creating a rating – it's about giving teachers opportunities to improve through specific and ongoing feedback. I fully expect and will hold administrators accountable for leading effective observation and evaluation processes. I will also support them in creating environments where adults model a culture of excellence, accountability, and support. Schools with high levels of trust and collaboration between teachers and administrators retain good teachers and get better student outcomes.

I know there is a lot in the news about how teacher evaluations are changing. I want to be clear: the framework, now familiar to all of you, should keep us all focused on what matters in our classrooms and schools – success for all our students. College readiness for every student may be an ambitious goal, but it's the only goal that makes sense in the 21st century. The Common Core State Standards, great teachers, and transformational schools are going to get us there.

I look forward to visiting your classrooms this year and continuing our journey together in the rewarding work of bringing new opportunities to all our children in Newark. Thank you, as always, for your hard work and dedication.

Cami Anderson
Superintendent

INTRODUCTION

This guidebook is one of many tools created to support the coaching and evaluation of Newark’s teachers. The purpose of the guidebook is to provide both a comprehensive resource for the district’s evaluation tools and policies 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 Newark Public School’s 2013-2014 Framework for Effective Teaching and levels of performance
- Processes and best practices for conducting observations and evaluations
- Information about the forms and templates used at each stage of the observation and evaluation process
- Frequently Asked Questions (FAQs) to serve as a quick-reference guide

While the guidebook is intended to be used as a resource for learning about the NPS evaluation tools and processes, we recognize that questions or issues may arise that are not addressed here. In addition to the resources in this guidebook, the NPS website (<http://www.nps.k12.nj.us/evaluationresources>) will be continually updated with resources and tools to support you. Additionally, as always, your principal and other school leaders, Special Assistants for Teacher Quality and Assistant Superintendents are excellent resources for your questions. Finally, you may always reach out to the Talent Office with your questions or feedback by emailing evaluations@nps.k12.nj.us. We’d love to hear from you!

NEWARK PUBLIC SCHOOLS' FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Effective Teaching sits at the core of teacher evaluation in Newark Public Schools (NPS). (See Appendix A for the complete language of the framework.) The framework articulates our shared vision of what effective teaching looks like in NPS, focusing on the five most essential Competencies that can help teachers get great results for their students:

- Lesson Design and Focus;
- Rigor and Inclusiveness;
- Culture of Achievement;
- Student Progress Toward Mastery; and
- Commitment to Personal and Collective Excellence.

In all five of these Competencies, the framework sets high expectations that are aligned to the Common Core Standards and focus on what students are learning, not just what the teacher is doing.

Given that the framework serves as the foundation for teacher evaluation, in this section, we review the framework's content in detail, including the: 1) guiding principles; 2) core values; 3) common themes, including specific linkages to the Common Core State Standards; and 4) linkages to professional development.

GUIDING PRINCIPLES

Before we set to work creating the Framework for Effective Teaching, we established a set of principles that guided its development and application. These guiding principles served as the touchstone for drafting the individual Competencies and Indicators of the framework to ensure that it captures a complete and accurate picture of quality teaching. It is impossible to develop a tool for assessing teacher quality without considering how that tool will be applied. So, these principles also guided our development of the processes and protocols for using the framework, including the types of evidence considered, how ratings are determined and the types of support that are provided to teachers and their evaluators.

Development of the Framework

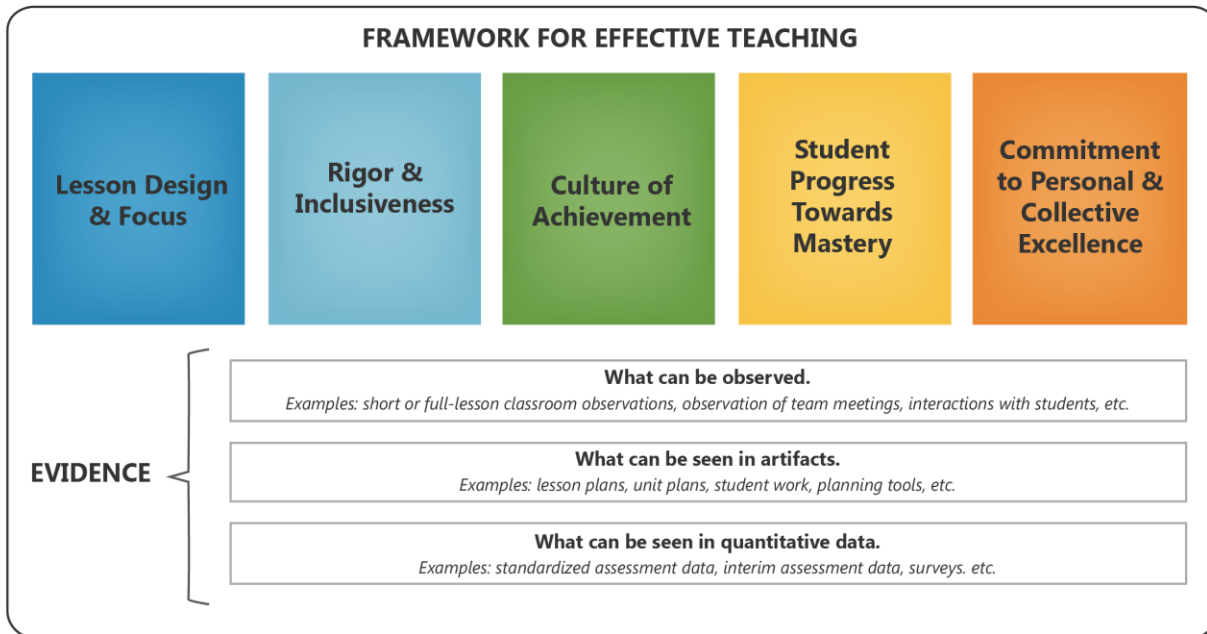
As we developed the Framework for Effective Teaching, we wanted the framework to meet certain objectives and standards of quality. Specifically, we wanted to ensure that the framework:

- *Articulates our shared vision of effective instruction* by clearly articulating our vision of effective instruction that leads to student mastery.
- *Serves as a tool for teacher feedback and development*: by using clear, specific language to ensure specific, targeted feedback for teacher growth.
- *Supports instructional shifts required by the Common Core State Standards* by focusing on fewer, clearer, and higher expectations for great teacher and by including explicit indicators that reflect the expectations of the CCSS.
- *Sets a high performance bar for teachers* by holding all of our educators to high standards.
- *Articulates expectations clearly and concisely* by ensuring common understanding and expectations.

In addition, we ensured that the framework was developed in accordance with current state regulations and statute. As a result, the state has approved our framework for use in evaluation.

We stayed true to these principles in the revisions made to the framework for the 2013-2014 school year. In that spirit, mostly minor changes were made to the Competencies and Indicators to improve clarity.

Application of the Framework



With the above principles in mind, we also established protocols and processes for how to use the framework – starting with how to identify teacher mastery of the Competencies and Indicators. Our 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 can be *seen and/or measured* – through classroom observations, student work product, or student learning data. Specifically, as is shown in the graphic above:

- We consider what can be *observed*. This includes short and long classroom observations, team meetings, interactions with students, and so on.
- We consider what can be seen in artifacts, examples of the teachers’ and students’ work, by examining unit or lesson plans, student work portfolios, planning tools, etc.
- We consider what can be seen through quantitative data, such as students’ progress on learning goals set at the beginning year, on interim assessments, on standardized tests, etc.

Principals and observers use what they’ve seen through all of these lenses to assign each teacher a score in each Competency, which leads to a single overall evaluation rating.

However, evaluation is about much more than just a rating. We believe that the evaluation process is a tool that helps teachers grow at every stage of their careers so that together we can achieve our goals of college and career readiness for every NPS student. The plan for developing and assessing goals is discussed in more detail in the “Goal-Setting” section on page 19.

COMMON THEMES IN THE FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Effective Teaching includes essential components for observing and evaluating teaching staff members. The following common themes cut across the framework.

- **Teaching for student mastery:** The framework focuses attention on 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:** As we introduced last year, NPS recognizes that individual, discrete classroom observations do not provide a complete picture of a teacher’s teaching and students’ success at mastering content. The framework is designed to articulate expectations of both instruction in the classroom and activities and professionalism outside of the classroom. 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 reactions that, as they build over the course of the year, lead to student mastery.
- **Accommodating individual needs:** It is critical that teachers tailor instruction to address the diverse needs of all students and move all students toward mastery. This requires teachers to build relationships with their students to ensure teachers know how to motivate and engage all students. Many students have special needs, which may be intellectual, emotional or physical. Each of these types of differences 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 Common Core State Standards (CCSS):** The framework explicitly focuses and aligns to teacher strategies required for mastery of the Common Core State Standards (see Alignment to the Common Core State Standards section below). This alignment is focused on the pedagogical/instructional shifts (not specific content) required when implementing the CCSS.

ALIGNMENT TO COMMON CORE STATE STANDARDS

As NPS implements the CCSS across the district, expectations for students and teachers are raised. The framework is aligned to the CCSS both from a big picture perspective of creating fewer, clearer, and higher standards for teacher and from a more detailed perspective of what instructional shifts are required to implement the CCSS.

First, in alignment with the CCSS, the framework is focused on *fewer, clearer, and higher* practices that are most likely to drive dramatic gains in student achievement:

- **Fewer:** Every classroom is different, but great teaching looks the same regardless of grade level, subject, or student population. The framework focuses on fewer Competencies, emphasizing the most important elements of teaching that will prepare students for college and career.
- **Clearer:** The framework uses clear and concise language to describe what each Competency looks like in practice. It is written in plain language that clearly communicates priorities. The framework is a roadmap for all educators (teachers and administrators) for good instruction,

prioritizing those Competencies that will have the most impact on student mastery. Some language has been tweaked for the 2013-14 school year to ensure maximum clarity.

- **Higher:** We must have high expectations for our students to ensure that they leave our schools prepared for college, career and life. The framework elevates expectations and asks you, our educators, to push yourselves to be better, and aim higher, to ensure that rigorous instruction happens in every classroom so we can help our students move forward.

Second, to successfully teach to the CCSS and ensure that students master rigorous content, instruction will need to shift. As instruction shifts, expectations for effective teaching must align with and prioritize those critical skills which are necessary for student success. The framework articulates what prioritizes the most critical skills to advance students’ mastery of the CCSS through:

- **The inclusion of rigor as a primary Competency:** One of the central themes of the CCSS is more rigorous instruction that holds students to high expectations for their learning. As a result, the framework focuses heavily on rigor, with a Competency devoted to Rigor and Inclusiveness.
- **The consideration of lesson design and focus as a primary Competency:** Several of the shifts in instruction required by the CCSS require thoughtfully designed and focused lessons to drive students toward mastery of clear objectives. By including this element as the first Competency, the framework sets this clear expectation for all teachers.
- **The focus on student mastery throughout:** The CCSS require students to master fewer, clearer, and higher standards at each grade level. In turn, all behaviors in the framework have the intent of moving students toward mastery.
- **Expectations that are observed over the course of a year:** Mastery of the CCSS requires building skills and learning over the course of a year through instruction which is planned and executed to maximize learning time. In addition, the CCSS encourage connections to different grade level work and subject matter. As a result, the framework includes behaviors observable over the course of the school year in addition to behaviors that could be observed in just one lesson or classroom visit.

There are several specific Indicators on the Framework that are aligned to the CCSS and expectations and skills necessary to successfully teach to the CCSS:

Framework Indicator	CCSS Alignment
<p>1e. Coherent Planning: Lesson plans are standards-based and reflect work toward annual student achievement goals.</p>	<ul style="list-style-type: none"> • Common Core aligned lessons and units must be focused on the key standards. Reading, writing, speaking and listening must be integrated so students apply and synthesize, advancing literacy skills. • In Common Core aligned lesson plans, Standards for Mathematical Practice that are central to the lesson must be identified, handled in a grade-appropriate way, and well connected to the content being addressed.
<p>1f. Progression of Instruction: Lesson objectives fit into a larger, coherent sequence that</p>	<ul style="list-style-type: none"> • Common Core aligned lessons have a clear end performance, and a careful sequence of tasks and texts

<p>leads to student mastery of the appropriate standards.</p>	<p>that allow students to be successful on the culminating task.</p>
<p>2a. Tailored Instruction: Teacher tailors instruction to move all students toward mastery.</p>	<ul style="list-style-type: none"> • In order to ensure the Common Core is accessible to all students, instruction must include scaffolds to enable all students to experience, rather than to avoid, complexity of texts. There must be appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below their grade-level text band. There must also be extensions and/or more advanced text available for students who read well above their grade level text band. • In order to ensure the Common Core can be accessed by a broad range of learners, extra supports must be provided for those working below grade level in Math. For students with high interest or who are working above grade level in Math, extensions must be provided. Additionally, supports should be gradually removed, requiring students to demonstrate their mathematical understanding independently.
<p>2b. Questions and Tasks: Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.</p>	<ul style="list-style-type: none"> • The Common Core requires opportunities for multiple reads, and rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions. There must be an expectation that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms. • The Common Core Mathematical Practices require students to show precision when answering questions and completing tasks.
<p>2f. Depth of Knowledge: Lesson objectives, tasks and materials require students to demonstrate these skills:</p> <ul style="list-style-type: none"> • <i>Recall & Reproduction</i> • <i>Basic Application of Concepts</i> • <i>Strategic Thinking</i> • <i>Extended Thinking</i> 	<ul style="list-style-type: none"> • Common Core aligned lessons must include opportunities for authentic learning, application of literacy or mathematical skills, and student-directed inquiry, analysis, evaluation, and/or reflection.
<p>3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work and the teacher models excellence.</p>	<ul style="list-style-type: none"> • The Common Core requires promotion of high expectations for all students, and a cultivation of student interest and engagement in reading, writing and speaking about texts and content.

LINKAGES TO PROFESSIONAL DEVELOPMENT

The Framework for Effective Teaching also serves as the basis for teachers' professional development in NPS by providing a common language through which all teachers can assess their own teaching and identify areas where they can improve, to ensure student mastery. Much like great teachers differentiate instruction for their students, principals and administrators should do the same for their teachers by providing individual feedback and support to help teachers reflect on their instruction and perfect their craft. Administrators should:

- Discuss and collaboratively plan the teacher's professional development plan for the year, focusing on areas for growth aligned to the framework and grounded in student learning goals.
- Hold regular conversations to discuss and reflect on strengths and growth areas as well as assess progress towards student goals. These conversations should be grounded in the framework to ensure a common language, understanding and alignment.
- Provide timely, honest, accurate, specific, and actionable feedback tailored to individual growth areas and student outcomes.
- 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, collaboratively reviewing student work and data, professional learning communities, and more. Administrators and teachers should together identify the content and format that will best meet each educator's needs.

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

OVERVIEW OF THE FRAMEWORK FOR EFFECTIVE TEACHING

This section provides a more granular look at the structure of the Framework for Effective Teaching and the content of each of the framework’s competencies.

NPS FRAMEWORK FOR EFFECTIVE TEACHING 2013-2014	
1. Lesson Design and Focus	
Students sustain focus on a specific objective that moves them toward mastery.	
<i>In one lesson....</i>	
1a. Lesson Sequence. Individual lesson builds on previous lessons and on students’ prior knowledge.	
1b. Lesson Components. Lesson components 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 standards-based and reflect work toward annual student achievement goals.	
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 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:	
<ul style="list-style-type: none"> • <i>Recall & Reproduction</i> • <i>Basic Application of Concepts</i> • <i>Strategic Thinking</i> • <i>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 in solving problems and mastering 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.

STRUCTURE

As shown above, the structure of the framework includes the following both competencies and, within each competency, several indicators.

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 internalized grade-level standards and, if not, what s/he still needs to learn.
4f. Progress Toward Goals. Data reflect that students are mastering 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 pursues his or her own growth and development.
5b. Collaboration. Teacher contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into his or her 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 his or her focus on student learning as a priority.

Competencies

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

- 1. Lesson Design and Focus:** Students sustain focus on a specific 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 professional 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 each of Competencies 1-4, there are both in-one-lesson Indicators and over-time Indicators. The framework identifies what each in-one-lesson Indicator looks like in practice at four levels of performance (see Appendix A for the rubric with this detail). For Competency 5, there are only over-time Indicators.

Levels of Performance & Descriptor Language

In the detailed rubric (see Appendix A), descriptor language describes what each Competency looks like in practice at four levels of performance. For in-one-lesson Indicators, 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.
- **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 be considered to be meeting expectations.
- **Ineffective**
An Ineffective teacher is not meeting expectations for teaching in NPS. 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 Newark Public Schools.

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 Competencies 1-4, ratings include: Always, Frequently, Sometimes, and Rarely.

- **Always**
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 separate from the other sections in the framework because the 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 of Effective Teaching, 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.
- **Slightly Below Expectations**
The teacher is inconsistent in meeting expectations in practice or frequency.
- **Significantly Below Expectations**
The teacher is not in compliance with the baseline expectation for performance.

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

Students sustain focus on a specific objective that moves them toward mastery.

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>1a. Lesson Sequence: Individual lesson builds on previous lessons and on students’ prior knowledge.</p> <p>1b. Lesson Components: Lesson components 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 standards-based and reflect work toward annual student achievement goals.</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>Does the lesson teach the right content at the right time?</p> <p>Does the current 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>

This Competency outlines behaviors that ensure students are focused on the right content, in the right order, at the right pace. Student mastery of the Common Core State Standards requires spiraling instruction to ensure that today’s learning builds on previous learning and prepares students for future learning. This Competency 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 this Competency assess whether the teacher’s lesson design 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 year-long plans and goals. The Competency 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.

Competency 2: Rigor & Inclusiveness

Instructional strategies challenge all students and provide multiple pathways to mastery.

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>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 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:</p> <ul style="list-style-type: none"> • Recall & Reproduction • Basic Application of Concepts • Strategic Thinking • Extended Thinking 	<p>Does the teacher use effective strategies to ensure students master content?</p> <p>Does the teacher use and adapt strategies 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>Do the teacher’s questions and tasks promote thinking and understanding?</p> <p>How does the teacher respond if students misunderstand?</p>

This Competency 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, the Competency 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.

Competency 3: Culture of Achievement

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

Indicators	Key Questions
<p><i>In an individual lesson:</i></p> <p>3a. Enthusiasm for Learning: Students express satisfaction in solving problems and mastering 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>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? Are classroom norms and relationships conducive to learning?</p> <p>Can the teacher keep students focused on learning?</p>

<p><i>Over the course of a year:</i></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>	
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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.
- Strong processes that maximize instructional time. This means that the 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. The Competency also describes how the teacher is responsible for modeling the core values of the classroom, school, and district for students through the teachers’ 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 can be assessed as the teacher’s lesson design is assessed. Thoughtfully designing lesson components and planning for pacing and momentum includes thoughtfully 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.

Competency 4: Student Progress Toward Mastery

Students show evidence of, and teacher monitors, growth.

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 internalized grade-level standards and, if not, what s/he still needs to learn.</p> <p>4f. Progress Toward Goals: Data reflects that students are mastering the objectives of the focus areas, leading toward mastery of grade-level standards.</p>	<p>How does the teacher know if students understand?</p> <p>Does the teacher check for understanding consistently?</p> <p>Do students receive effective feedback to help them improve?</p> <p>Do the students learn? Do the students “get it”?</p>

In NPS, 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 or not students learn in one lesson and over the course of the year.

While NPS will always hold our students to high expectations and work towards ensuring college readiness for all students, we also recognize that some students may enter classrooms behind grade-level. With this in mind, this Competency 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. The Competency 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 could include progress toward meeting student learning goals, progress on standardized tests where applicable, and other ways of assessing student learning.

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

In 2013-14, teachers will have a new tool for creating and monitoring student learning goals, and for working together with their administrators 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 the teacher and administrator set together at the beginning of the school year. To ensure a clear plan for development and meeting goals, every teacher has a set of student learning and individual professional development goals—created in collaboration with their administrator—based on specific needs and interests identified together. Teachers meet with their administrator formally at least three times every year to reflect on their classroom performance and their student progress and to discuss development goals, in addition to regular conferences and reflections after classroom observations. The process for setting and reviewing progress toward student learning goals is addressed in more detail in the “Teacher Evaluation in 2013-14” section.

Competency 5: Commitment to Personal and Collective Excellence

The teacher demonstrates commitment to his or her professional growth and development, and to that of his or her peers.

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 pursues his or her 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 his or her own instruction.</p> <p>5c. Communication of Student Progress: Teacher</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>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 his/her focus on student learning as a priority.</p>	<p>Is the teacher consistently present and on time?</p>
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An important element of effective instruction is ongoing growth and development of the teacher to ensure goals continue to be met. The teacher’s commitment to this growth is assessed in this Competency 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. In schools where teachers collaborate and push each other, students grow.

Recognizing that students will not learn if teachers are not present, this Competency also includes the extent to which a teacher’s attendance and punctuality demonstrates his or her commitment to students’ learning and mastery.

This Competency 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. For more information, see the “Annual Evaluation” section on page 25.

WHAT HAS CHANGED WITH THE FRAMEWORK THIS YEAR?

When the Framework for Effective Teaching was first introduced to educators in September 2012, NPS shared a commitment to collecting educator feedback and to revising the framework based on this feedback. To this end, after conducting feedback sessions throughout the year, including focus groups with teachers and administrators, we made a few slight tweaks to the framework for the 2013-14 school year. All changes were made keeping the fairness and objectivity of the framework as a primary objective. While minor, these changes reflect NPS’ commitment to ensuring a framework that is as clear as possible in articulating expectations for teacher performance. A high-level summary of changes to the framework are below; details of exactly which language has changed is included in Appendix B.

And/or Language

- **SY12-13 Framework:** Several Indicators included “and/or” in the rating language, particularly at the Ineffective level. Educators reported this language created confusion as to how to clearly rate. In those cases, it was unclear if both elements were required to receive the particular rating, or only one of the two elements described.
- **SY13-14 Framework:** Language was streamlined to include only “and” or “or”.
- **Rationale:** The inclusion of “and/or” required too much discrepancy and subjectivity, and did not allow for precise ratings. Having either “and” or “or” provides a more definite description of the behavior at the corresponding performance level.

Similar Language in Highly Effective and Effective Performance Levels

- **SY12-13 Framework:** Performance level language in a handful of Indicators was very similar between Highly Effective and Effective. Educators had difficulty differentiating between the two performance levels.
- **SY 13-14 Framework:** The language in the Highly Effective and Effective performance levels for some Indicators was revised to better differentiate between the two.

- **Rationale:** Providing more clarity between what Highly Effective and Effective behavior looks like allows for better alignment of evidence for clearer differentiation between levels.

Students Demonstrating Persistence

- **SY 12-13 Framework:** Indicator 3b: Persistence, Highly Effective read: “Students persist in confronting demanding concepts and tasks without reliance on the teacher. All/nearly all students demand persistence of each other to meet the objective.”
- **SY 13-14 Framework:** Indicator 3b: Persistence, Highly Effective reads: “All/nearly all students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.” The second phrase has been removed.
- **Rationale:** While the expectations in the framework are meant for every NPS teacher (and by extension, every NPS student), NPS realizes that it is unfair to hold all teachers accountable for students demanding persistence of each other. In some cases, this is simply not a reasonable expectation of student behavior, so NPS removed the second phrase. The quantity added at the beginning of the Highly Effective descriptor language was added to differentiate the language from the Effective descriptor language.

For a table outlining exact changes to the language in the framework see Appendix B.

TEACHER EVALUATION IN 2013-14

Building on the solid foundation of the Framework for Effective Teaching and following new state regulations that reinforce best practice in teacher evaluation, this section outlines the process for teacher evaluation in NPS for the 2013-14 school year. First we provide a brief overview of the components of evaluation—some required, others recommended—and then go into greater detail for each component.

OVERVIEW OF EVALUATION COMPONENTS

The Framework for Effective Teaching allows educators to assess a wide variety of evidence in determining whether or not a teacher is meeting expectations and if his or her students have met their student learning goals. 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 administrators and teachers to have a more complete picture of the teacher's effectiveness across all five Competencies. These different sources of evidence can inform the four major components of the arc of teacher evaluation:

- **Goal-Setting Conference** to set student and teacher goals on Individual Professional Development Plans or Corrective Action Plans
- **Classroom observations**, including potentially pre- and post-observation conferences
- **Mid-year conferences** to examine evidence and data to assess progress towards student learning and professional development goals
- **Annual conferences** to examine all evidence and assign final ratings on each of the five Competencies

Goal-Setting Conferences / Individual Professional Development Plans: At the Goal-Setting Conference, the administrator and teacher should review both student and teacher performance from the previous school year. Working together, the administrator and teacher should set specific learning goals for students as well as professional development goals for his/her growth. Both of these sets of goals are captured in the teacher's Individualized Professional Development Plan (IPDP) or Corrective Action Plan (CAP), which are reviewed during conferences throughout the year.¹

Classroom observations: Observers are encouraged to observe teachers in the classroom as often as they think is helpful for the purposes of 1) providing feedback for the teacher's development and 2) 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 a minimum number of three observations for each teacher but there is no maximum number of observations that may occur as part of the data-gathering process.

Observations require the identification of specific, tangible evidence related to actual teacher practice and student outcomes. Comparing data to objective benchmarks in the rubric allows both the teacher and the observer to make evidence-based judgments about the level of quality of instruction.

Mid-year review: At the mid-year review, the administrator and teacher should review progress toward student learning and teacher professional development goals and refine strategies and plans where needed in order to meet those goals at the end of the year. The administrator considers evidence gathered through all short and long 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 Competencies (1-5), focusing on Competencies that are most critical in order for the teacher to

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

meet his/her goals. A performance rating is calculated 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 Corrective Action Plans (CAPs, discussed more in detail below) are required to have mid-year reviews, they are strongly recommended for all teachers.²

Annual evaluation: Annual evaluations are required for all teachers.³ At the annual evaluation, the administrator completes a final assessment of progress towards 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 all short and long observations completed during the year, as well as evidence of over-time Indicators. Based on this evidence, the administrator assigns a performance level to Competencies 1-5, specifically reflecting on the teacher's progress on their student learning goals in Competency 4. The final summative rating is calculated based on the teacher's performance on all of the five Competencies.

BLOOMBOARD: CAPTURING AND SHARING THE EVALUATION PROCESS ONLINE

To ensure a teacher is fully involved and integrated into the evaluation process, starting this school year, NPS is partnering with BloomBoard Inc. to provide a fully-functional performance evaluation and professional development management platform that captures all of the information outlined in greater detail in this section.



Every school administrator and every teacher in the district will have a BloomBoard account and should be logging in to the system on a regular basis. To login, please visit <https://apps.bloomboard.com>. Teachers will log in to BloomBoard using their NPS email addresses. If you do not have a NPS e-mail address, please reach out to the IT Help Desk as soon as possible to ensure your access to BloomBoard. For technical support on the system, please contact the BloomBoard Help Desk at support@bloomboard.com or 888-418-1595.

PROCESS DETAILS

In this section, we go into greater detail about each component of the teacher performance evaluation cycle in 2013-14. Please see an overview of the suggested timeline for this work as Appendix E.

Goal-Setting Conference

Teachers and administrators should start the yearly evaluation process with a goal-setting conference. In this meeting, administrators and teachers will determine which student learning goals they would like to achieve during the school year and how progress towards those goals will be measured. Administrators will also support teachers in crafting and finalizing their professional development goals, including plans and strategies for meeting those goals. All goals for both student learning and teacher professional growth

² N.J.A.C. §§ 6A:10-2.2 and 2.5.

³ N.J.A.C. §§ 6A:10-2.2, 2.3, and 2.4.

are captured in the teacher's Individual Professional Development Plan (IPDP) or Corrective Action Plan (CAP).

- **IPDPs** are for all teachers who received an Effective or Highly Effective on their Annual Summative rating in the 2012-13 school year or who are new to the district in 2013-2014. IPDPs should be completed in BloomBoard and be on file at the school site by September 30th.
- **CAPS** replace the IPDP for those teachers who received a rating of Ineffective or Partially Effective on their Annual Summative rating for the 2012-13 school year. The content of the CAP related to goals closely resembles the content of the IPDP but is more robust to ensure struggling teachers receive the necessary support for their growth. CAPs should be completed and on file with their administrator by October 15th this year.

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. These focus areas should be aligned to the standards and/or curricular objectives for each group. Administrators and teachers will then discuss and agree on an "end point" or goal for the students' progress toward mastery of the focus area over the course of the year. After establishing the student end points, administrators and teachers will identify the starting points for each group of students and determine which tools will be employed by the teacher to track their students' progress toward the end point. Together, administrators and teachers will review curricular materials and resources that will support student progress towards goals, and will come to an agreement on what students will know at the end of the school year.

In addition to student learning goals, this meeting will also focus on creating professional development goals, which must be completed and on file for all teachers. 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 will serve as a reference document for other evaluation conferences, feedback discussions, and professional development throughout the year.

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

Announced observations may start with a pre-observation conference; at least one announced observation each year must have a pre-conference.⁴ The pre-observation conference should occur within seven days before an observation. We recommend that for non-tenured teachers and teachers with a CAP, this pre-observation conference take place before a long observation. During this conference, the teacher and observer discuss the planned lesson, 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. During this pre-observation conference, the observer can ask guiding questions to help the teacher consider the planned learning experience or suggest possible alternatives to enhance the lesson before it is delivered.

Teachers may upload artifacts such as their lesson plan in the BloomBoard system prior to the pre-observation conference. The most important questions to answer in a pre-observation conference are:

- Is the teacher clear on what students should know and be able to do by the end of the class?
- Are the strategies and objectives aligned to the standards?
- Are the strategies the teacher is planning to use likely to ensure student mastery?
- How will the teacher know whether the students mastered the content?
- 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?

⁴ N.J.A.C. §§ 6A:10-2.2, 2.3, and 4.4.

Minimum requirements for observations

According to the New Jersey Administrative Code,⁵

- All teachers must have three observations; teachers on a CAP must have one additional observation for a total of four observations.
- The state requires different length observations – “long” and “short” – depending on tenure status and years of experience in the district. Long observations are observations that are at least 40 minutes in length. Short observations are observations that are at least 20 minutes in length (i.e., 20-39 minutes).
 - Each non-tenured teacher in their first or second year of teaching must have at least two long observations and at least one short observation. They must be observed by at least two different observers over the course of the year.
 - Each non-tenured teacher in their third or fourth year of teaching must have at least one long observation and at least two short observations. They must be observed by two different observers over the course of the year.
 - Each tenured teacher must have at least three short observations. There is no requirement for observations to be completed by different observers, unless the teacher is on a CAP.
- Both long and short observations may be either announced or unannounced. However, all teachers are required to have at least one unannounced and one announced observation.
 - Announced observations should have a pre-observation conference within seven teaching staff member working days of the observation.
- All observations must be followed by a post-observation conference within 10 teaching staff member working days.
- All teachers must be observed at least once in each semester.

Short Observations (required)

Outlined below is the number of short observations for tenured and non-tenured teachers, as required under the New Jersey Administrative Code⁶:

Non-tenured teachers in their 1 st or 2 nd year of teaching	Must have at least 1
Non-tenured teachers in their 3 rd and 4 th year of teaching	Must have at least 2
Tenured teachers with a CAP	Must have at least 2
Tenured teachers	Should have at least 3 (but can be replaced by long observations)

Short observations are observations that are at least 20 minutes in length, where the observer captures evidence of Indicators on the Framework for Effective Teaching. Short observations can serve as a complement to the long observation by increasing the frequency in which observers are in a given teacher’s classroom and supporting ongoing dialogue between teachers and observers.

Short observations may either be announced (scheduled in advance with the teacher) or unannounced (not scheduled in advance). There is no limit to the number of short observations that can occur over the course of the year; observers may conduct as many as is necessary or helpful.

During the observation, the observer should collect low-inference evidence. Low-inference evidence includes the exact teacher and student actions you see during the observation. These actions are recorded without interpretation or assumption.

⁵ N.J.A.C. §§ 6A:10-1.2, 2.2, 2.3 and 4.4.

⁶ N.J.A.C. § 6A:10-4.4.

After the observation, the observer should complete the short observation summary in the BloomBoard online system, assigning evidence to the specific Indicators and Competencies as available. Before assigning a performance level to a Competency, it is critical to compare the objective observations with the Indicators stated in the rubric. As with all evaluation systems, there is some degree of judgment involved. However, the focus on evidence makes the system objective. 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 best quality judgments are based on actually observed classroom events, teacher and student statements and behaviors, teacher work, and student work.

Short observations allow the administrator to focus on evaluating Competencies that are most relevant to the teacher’s growth and development or the areas where they find a preponderance of evidence based on the portion of the lesson that was observed. Unlike a long observation, an observer does not need to rate every Competency after a short observation. The observer may rate more than one Competency if he or she wishes. Indicator ratings may also be provided for Indicators for which the observer has a preponderance of evidence. Observers should then provide an overall rating for the short observation based on the preponderance of evidence for at least one Competency.

The observer should share this summary with the teacher through BloomBoard and discuss during a post-observation conference. In this conference, the teacher and observer discuss whether the observer should make any changes based on available evidence. The observer can update the form in BloomBoard and share a final version with the teacher in the system. The observer should then indicate in the system that the meeting has taken place, the content of the final plan was discussed, and a signature was obtained for the teacher. A copy of the short observation summary should be shared with the teacher through BloomBoard following both announced and unannounced short observations.

Long Observations (Required for non-tenured teachers and teachers with CAPs)

Outlined below is the number of long observations for tenured and non-tenured teachers and teachers with CAPs, as required under the New Jersey Administrative Code⁷:

Non-tenured teachers in their 1 st or 2 nd year of teaching	Must have at least 2
Non-tenured teachers in their 3 rd or 4 th year of teaching	Must have at least 1
Teachers with a Corrective Action Plan	Must have at least 2
All other tenured teachers	No minimum requirement; but observers can replace short observations with long observations

A long observation is an observation that is at least 40 minutes in length or the length of an entire lesson (whichever is shorter) where the observer gathers evidence of Indicators on the Framework for Effective Teaching.

Long observations may either be announced (scheduled in advance with the teacher) or unannounced (not scheduled in advance). At least one long observation should be announced and preceded by a pre-observation conference within seven teacher staff member working days of the observation. There is no limit to the number of long observations; observers may conduct as many as is necessary or helpful.

⁷ N.J.A.C. § 6A:10-4.4.

During the observation, the observer should record low-inference evidence. After the long observation, the observer must complete the long observation summary in the BloomBoard system, including rating each of the first four Competencies of the framework. Space is provided for the observer to record evidence-based strengths and growth areas for each Competency.

Similar to the short observation, it is critical to compare the objective observations with the Indicators stated in the rubric before assigning any ratings. As with all evaluation systems, there is some degree of judgment involved. However, the focus on evidence makes the system objective. 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 best quality judgments are based on actually observed classroom events, teacher and student statements and behaviors, and student work.

After a long observation, the observer chooses a performance level for each Competency based on a preponderance of low-inference evidence collected in that lesson. Observers may choose to report ratings for specific Indicators as well. Each Competency performance level has a corresponding numerical score:

Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

Competencies 1, 2, 3 and 4 are all weighted equally. To determine the overall rating for a long observation, the system will add up the scores for each of the four Competencies. This total (a number between 4 and 16) dictates the long observation rating:

Highly Effective	15-16 points
Effective	11-14 points
Partially Effective	6-10 points
Ineffective	4-5 points

The observer should then share this summary with the teacher through BloomBoard and discuss during a post-observation conference. In this conference, the teacher and observer discuss whether the observer should make any changes based on available evidence. The observer can update the form in BloomBoard and share a final version with the teacher in the system. The observer should then indicate in the system that the meeting has taken place, the content of the final plan was discussed, and a signature was obtained for the teacher. A copy of the long observation summary must be shared with the teacher through BloomBoard following both announced and unannounced long observations.

Post-Observation Conference (Required)

Following an observation—whether long or short, announced or unannounced—the observer must meet with the teacher to reflect on the lesson together.⁸ This reflection process is the centerpiece of professional growth, refinement of instruction, and continuous improvement. The post-observation conference must take place within 10 teaching staff member working days after the observation (though it is recommended within 3 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 BloomBoard 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

⁸ N.J.A.C. § 6A:10-4.4.

administrator. These reflections may form the basis for the post-observation conference, and administrators may record teachers' 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 teacher reflection should serve as the impetus for the refinement of future planning and the delivery of effective instructional practices. This may involve 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.

It is good practice that the administrator and teacher reference the teacher's IPDP during this conference and make adjustments to it based on the outcome of the observation. This review is required for teachers with CAPs, and is built in as an additional step in BloomBoard for these teachers.⁹

The teacher must sign the observation summary form, indicating that he or she has reviewed the ratings. (The teacher's signature indicates that the teacher has received and had an opportunity to read the summary, not 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 the online BloomBoard system that the observation is complete and signatures have been obtained.

The New Jersey Administrative Code permits post-observation conferences for tenured teachers rated Effective or Highly Effective at the end of the 2012-13 school year to be informal.¹⁰ This means that feedback may be shared with the teacher in writing, including over email or through an online data system, rather than in a formal meeting. This is only permissible with consent from the teacher.

Mid-Year Review Conference (Strongly recommended for all; required for teachers on a corrective action plan)

The mid-year review conference is an opportunity for the administrator and the teacher to discuss the teacher's progress toward student and professional goals set at the start of the school year. 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 take place by February 15th.

Using the Framework for Effective Teaching, the mid-year review conference is an opportunity for the administrator to identify strengths, provide encouragement, and share suggestions for improvement based on evidence collected throughout the year. The conference also provides an opportunity to review and/or modify the teacher's IPDP or CAP.

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 rating serves as one piece of evidence for the annual review rating and 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.)

At the mid-year review, the administrator should consider all evidence collected during the entire school year through long and short observations, progress towards student learning goals, conferences, and other

⁹ N.J.A.C. § 6A:10-2.5.

¹⁰ N.J.A.C. § 6A:10-4.4(b)(3).

interactions with the teacher. To determine an overall rating for both the mid-year review and annual evaluation, the administrator should:

1. For each in-one-lesson Indicator in Competencies 1-4:
 - Review the descriptor language and
 - Review the preponderance of evidence (observations, artifacts, and quantitative data) for both in-one-lesson and over-time Indicators for each competency
 - Select the performance level that best describes the available low-inference evidence.
 - For the over-time Indicators in Competency 4, an administrator must utilize the evidence specifically around the teachers’ progress in meeting student learning goals in the teacher’s IPDP or CAP.
2. Add the scores for Competencies 1-4 to arrive at an overall score between 4 and 16.
3. For Competency 5, review the relevant evidence. In instances where the evidence indicates that the teacher’s performance Exceeds Expectations, a point is added. In instances where the evidence Indicators that the teacher’s performance is Slightly Below Expectations or Significantly Below Expectations for the Competency, points are deducted from the teacher’s total evaluation score as follows:
 - 1 point added for Exceeds Expectations
 - 0 points added for Meeting Expectations
 - 2 points deducted for Slightly Below Expectations
 - 6 points deducted for Significantly Below Expectations

The teacher’s overall rating at the mid-year review is then determined based on the following ranges of scores:

Highly Effective	15-17 points
Effective	11-14 points
Partially Effective	6-10 points
Ineffective	0 to 5 points

This means that a teacher whose performance is Slightly Below Expectations for Competency 5 cannot be rated higher than Effective overall. A teacher whose performance is Significantly Below Expectations in Competency 5 cannot be rated higher than Partially Effective overall.¹¹

Annual Evaluation (Required)

A summative performance review must be completed for each teacher on an annual basis.¹² This evaluation is a summative statement which incorporates the data and evidence gathered throughout the year.

- For all non-tenured teachers, annual evaluations should be completed by April 15th.
- For tenured teachers on a CAP, annual evaluations should be completed by May 15th.
- For tenured teachers, annual evaluations should be completed by June 15th.

The annual evaluation summary form should be completed in BloomBoard by the administrator and shared with the teacher. 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 will:

- Discuss the teacher’s overall performance and evidence-based ratings

¹¹ Note that it is possible to score a -1 or -2 on the total evaluation score; in these cases, the score is rounded up to 0.

¹² N.J.A.C. § 6A:10-2.4

- Review the teacher's IPDP or CAP to:
 - Discuss the final assessment of progress towards student learning goals
 - Review progress made on the professional goals set at the beginning of the year, and his or her overall professional growth
 - Identify growth areas for focus during the next school year

The administrator will then revise the Annual Evaluation, if necessary, based on this conference. The teacher and administrator will sign off on the final Annual Evaluation.

ENSURING A FAIR AND VALID EVALUATION

The district is committed to ensuring that teachers receive an accurate, fair, and unbiased evaluation. To this end, we have created three formal processes to ensure equity in the evaluation process: 1) Peer Validators; 2) a Peer Oversight Committee; and 3) School Improvement Panels at each school site.

Peer Validators

Peer Validators provide an opportunity for independent peer review and support. Peer Validators may include current teachers, former teachers or administrators from NPS or other school systems, academics, or other outside experts. The Superintendent will consult with the NTU President on candidates for Peer Validators, but the Superintendent will retain ultimate authority over the selection criteria, selection process, and management of Peer Validators.

Peer Validators may provide additional observations for teachers of all performance levels, but with a focus on teachers in danger of receiving an Ineffective rating, and suggest areas and techniques to improve teacher practice based on their observations.

Peer Oversight Committee

The Peer Oversight Committee is a consultative body whose primary responsibility is to advise on the implementation of the peer validation process and evaluation system and make suggestions for improvement. The POC, comprised of five representatives of NTU and NPS, will meet quarterly. The POC should be apprised where specific schools have particularly high or low ratings as compared to other schools in NPS and may request that Peer Validators validate ratings of teachers at specific sites.

School Improvement Panels

In alignment with New Jersey Administrative Code, each school will have a School Improvement Panel (SIP) to provide input into the implementation of the teacher evaluation and teacher development at their school.¹³

SIPs should consist of the school principal or his/her designee (i.e., someone serving in a supervisory capacity), a vice principal (or another district administrator if the school does not have a vice principal), and a teacher with a demonstrated record of effectiveness. 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 SIP for at least one academic year but no more than three.

The SIP may consult and advise on the school-based implementation of teacher evaluation and development, including teacher mentoring, professional development opportunities, mid-year reviews for teachers rated Partially Effective or Ineffective the prior year, requests for peer validators, and annual evaluations.

¹³ 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 PUBLIC SCHOOLS' FRAMEWORK FOR EFFECTIVE TEACHING 2013-2014

1. Lesson Design and Focus				
Students sustain focus on a specific objective that moves them toward mastery.				
<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective
1a. Lesson Sequence Individual lesson builds on previous lessons and on students' prior knowledge.	Students communicate how lesson connects to previous learning, unit objectives, and long-term goals.	Teacher connects lesson to all of the following: previous learning, unit objectives, and long-term goals.	Teacher connects lesson to at least one of the following: previous learning, unit objectives, or long-term goals.	Teacher does not or only partly connects lesson to previous learning, unit objectives, or long-term goals.
1b. Lesson Components Lesson components 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 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 all/nearly all students know what they should be doing.	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 most students know what they should be doing.	Teacher spends too much or too little time on one component. Structure may be inconsistent or some students are left without clear understanding of what to do.	Overall lesson pace is too slow or too fast or students may sit idle with no clear understanding of what to do.
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.	Content and instructions are communicated clearly and accurately.	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 standards-based and reflect work toward annual student achievement goals.			Always	Frequently
1f. Progression of Instruction: Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.			Always	Frequently
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

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 strategy. Adjustments are somewhat effective.	Teacher does not recognize misunderstanding 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, 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.	Teacher sometimes demands supporting evidence or precision from students.	Teacher does not correct inaccurate responses or does not demand supporting evidence from students.

Over the course of the year...

2e. Revisions: Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.	Always	Frequently	Sometimes	Rarely
2f. Depth of Knowledge: Lesson objectives, tasks and materials require students to demonstrate the following 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 	Always	Frequently	Sometimes	Rarely

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1
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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. Enthusiasm for Learning Students express satisfaction in solving problems and mastering new material.	All/nearly all students consistently demonstrate enthusiasm about solving problems and mastering new materials. They are passionate about meeting the goal.	Most students consistently demonstrate enthusiasm about solving problems and mastering new materials and are engaged in the tasks.	Some students demonstrate enthusiasm or students infrequently demonstrate enthusiasm. Some students appear indifferent or bored.	Few students demonstrate enthusiasm or students rarely demonstrate enthusiasm. 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.			Always	Frequently	Sometimes	Rarely
3f. Peer Accountability: Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.			Always	Frequently	Sometimes	Rarely
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1		

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. Evidence gathered 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. Evidence gathered 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 consistently master the objective that moves them toward grade-level standards. Students can explain why the objective is important.	Most students master the objective that moves them to grade-level standards.	Some students master the objective or master some of the objective. Objective may be unclear, too broad, or not measurable.	There is inconsistent or no evidence that students master the objective. There is no clear and measurable objective.

Over the course of the year...

4d. Using Data: Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning and instruction.	Always	Frequently	Sometimes	Rarely
4e. Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has internalized grade-level standards and, if not, what s/he still needs to learn.	Always	Frequently	Sometimes	Rarely
4f. Progress Toward Goals: Data reflect that students are mastering the objectives of the focus areas, leading toward mastery of grade-level standards.	Always	Frequently	Sometimes	Rarely

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1
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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 pursues his or her 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 his or her 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 his or her 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 (-2)	Significantly Below Expectations (-6)

APPENDIX B: CHANGES TO THE FRAMEWORK FROM SY12-13 TO SY13-14

Indicator/Competency	Level	12-13 Language	13-14 Language	Rationale
Changes to Remove the Use of And/Or and Use Either And or Or				
1b. Lesson Components Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.	Ineffective	Lesson components are not aligned to the objective and/or do not 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.	To be rated Ineffective, a teacher’s lesson components are neither aligned to the objective nor do they move students towards mastery.
1c. Pacing and Momentum Teacher maximizes learning time.	Partially Effective	Teacher spends too much or too little time on one component. Structure may be inconsistent and/or some students are left without clear understanding of what to do.	Teacher spends too much or too little time on one component. Structure may be inconsistent or some students are left without clear understanding of what to do.	Structure may be inconsistent OR students could sit idle. In either of these cases the rating is Partially Effective; both must not be present for Partially Effective.
1c. Pacing and Momentum Teacher maximizes learning time.	Ineffective	Overall lesson pace is too slow or too fast and/or students may sit idle with no clear understanding of what to do.	Overall lesson pace is too slow or too fast or students may sit idle with no clear understanding of what to do.	Lesson pace could be too fast or slow, OR students could sit idle. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
1d. Clarity Teacher clearly and accurately communicates content and instructions.	Partially Effective	Content and instructions are sometimes unclear and/or inaccurate.	Content and instructions are sometimes unclear or inaccurate.	If content and instructions are sometimes unclear or inaccurate, the rating is partially effective.
1d. Clarity Teacher clearly and accurately communicates content and instructions.	Ineffective	Content and instructions are unclear and/or inaccurate.	Content and instructions are unclear or inaccurate.	If content and instructions are unclear or inaccurate, the rating is ineffective. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
2a. Tailored Instruction Teacher tailors instruction to move all students toward mastery.	Ineffective	Teacher does not tailor strategies and/or strategies do not lead to student mastery.	Teacher does not tailor strategies or strategies do not lead to student mastery.	The teacher either must not tailor strategies or, if he/she does, the strategies do not lead to student mastery. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
2b. Questions & Tasks Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.	Ineffective	Questions and tasks are not challenging and/or teacher does not ask any questions.	Questions and tasks are not challenging or teacher does not ask any questions.	The teacher either does not ask questions at all, or questions and tasks are not challenging. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
2c. Responsiveness Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Ineffective	Teacher does not recognize misunderstanding and/or rarely adjusts instructional strategies based on student reactions.	Teacher does not recognize misunderstanding or rarely adjusts instructional strategies based on student reactions.	The teacher either does not recognize misunderstanding or does not adjust. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
2d. Precision & Evidence	Ineffective	Teacher does not correct inaccurate	Teacher does not correct inaccurate	The teacher either does not correct

Teacher and students require precision and evidence in tasks and responses.		responses and/or does not demand supporting evidence from students.	responses or does not demand supporting evidence from students.	inaccuracies or does not demand evidence. In either of these cases the rating is Ineffective; both must not be present for Ineffective.
3b. Persistence Students show persistence in confronting demanding concepts and tasks.	Ineffective	Students do not attempt to confront demanding concepts and tasks and/or teacher does not provide strategies to overcome challenges	Students do not attempt to confront demanding concepts and tasks and teacher does not provide strategies to overcome challenges	For an ineffective rating, students do not attempt to confront demanding work, and the teacher does not provide strategies to support them. Both must be missing for an Ineffective rating.
3c. Community Classroom norms promote positive and productive teacher-student and student-student relationships.	Ineffective	Teacher rarely uses positive, productive language and/or uses negative and unsupportive language. Classroom values and norms do not exist and/or are not reinforced.	Teacher rarely uses positive, productive language or uses negative and unsupportive language. Classroom values and norms do not exist or are not reinforced.	The teacher does not use positive language, uses unsupportive language, does not reinforce norms, or norms do not exist. All four need not be present for an Ineffective rating.
4a. Checks for Understanding Teacher consistently checks for understanding.	Partially Effective	Checks for understanding occur only sometimes and/or may not be aligned with the objective. Checks provide incomplete evidence from the whole class and individual students.	Checks for understanding occur only sometimes or may not be aligned with the objective. Checks provide incomplete evidence from the whole class and individuals students.	The teacher either only sometimes checks for understanding or checks are not aligned to the objective. Both must not be present for a Partially Effective rating.
4a. Checks for Understanding Teacher consistently checks for understanding.	Ineffective	Checks for understanding are not used and/or are not aligned to the lesson objective. Checks provide limited or no evidence to assess progress.	Checks for understanding are not used or are not aligned to the lesson objective. Checks provide limited or no evidence to assess progress.	Checks for understanding either are not used or are not aligned. . In either of these cases the rating is Ineffective; both must not be present for Ineffective.
4b. Feedback Teacher and students give and receive timely, specific, and constructive feedback.	Ineffective	Teacher feedback, if it exists, is not academically focused and/or not tailored to the students. Feedback may be inappropriate.	Teacher feedback, if it exists, is not academically focused and not tailored to the students. Feedback may be inappropriate.	Teacher feedback must both be not academically focused and not tailored to students to be Ineffective. If one is present, then the rating is Partially Effective. However, if feedback does not exist, the rating is Ineffective.
4c. Demonstration of Learning Students know more at the end of the lesson than they did at the start.	Ineffective	There is inconsistent or no evidence that students master the objective. There is no clear and/or measurable objective.	There is inconsistent or no evidence that students master the objective. There is no clear and measurable objective.	The objective must be unclear and not measurable for the rating to be Ineffective.
Changes to Create Clearer Distinctions between performance levels				
1c. Pacing and Momentum Teacher maximizes learning time.	Highly Effective	Students consistently maximize time and self-monitor to meet or surpass objective. Lesson pace contributes to students mastering content.	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 all students know what they should be doing.	In some Indicators, the distinction between performance levels (and particularly Highly Effective and Effective) was unclear. The tweaks to these Indicators are an attempt to clarify the distinction between levels for more accurate rating.
1c. Pacing and Momentum Teacher maximizes learning time.	Effective	Most students work productively to maximize their learning. Lesson pace	Most students work productively to maximize their learning. Teacher spends	

		generally contributes to students mastering content.	appropriate amount of time on each component of the lesson. Lesson has a clear structure, and most students know what they should be doing.	
2c. Responsiveness Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Highly Effective	Teacher has anticipated student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments that reach all/nearly all students.	Teacher has anticipated student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments when misunderstandings occur. Adjustments effectively reach nearly all students.	
2c. Responsiveness Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Effective	Teacher quickly recognizes misunderstanding(s) and employs alternative strategies to reach most students. Adjustment(s) are effective.	Teacher quickly recognizes misunderstanding(s) and employs alternative strategies to reach most students. Adjustments effectively reach most students.	
4a. Checks for Understanding Teacher consistently checks for understanding.	Highly Effective	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.	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. Evidence gathered provides a clear understanding of nearly all students' level of comprehension.	
4a. Checks for Understanding Teacher consistently checks for understanding.	Effective	Checks for understanding are completed throughout the lesson and are aligned to the objective. Teacher gathers evidence from the whole class and individual students.	Checks for understanding are completed throughout the lesson and are aligned to the objective. Teacher gathers evidence from the whole class and individual students. Evidence gathered provides a clear understanding of most students' level of comprehension.	
Change to Ensure Highly Effective is Attainable in All Classrooms				
3b. Persistence Students show persistence in confronting demanding concepts and tasks.	Highly Effective	Students persist in confronting demanding concepts and tasks without reliance on the teacher. All/nearly all students demand persistence of each other to meet the objective.	Nearly all students persist in confronting demanding concepts and tasks without reliance on the teacher.	Expecting to see students demanding evidence of each other is not realistic in all classrooms, so this phrase was removed from Highly Effective. To differentiate Highly Effective from Effective, "Most" was added to the beginning of Effective.
3b. Persistence Students show persistence in confronting demanding concepts and tasks.	Effective	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.	

Change to Incorporate Modeling Excellence

3e. High Expectations	N/A	3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work.	3e. High Expectations: The teacher fosters a classroom culture that is consistently one of high expectations and hard work and the teacher models excellence.	A phrase was added to emphasize that the teacher models high expectations.
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Adjustments to Competency 4 to Accommodate Student Learning Goal Setting Process (SGO Measure)

Using Data	N/A	4e. Using Data: Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning, and instruction and the creation of future assessments that connect to unit and year-end assessments.	4d. Using Data: Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning and instruction.	Indicators 4d, 4e and 4f were revised or created to support the student learning goal setting process in SY13-14. The Indicator about Communicating Student Progress was moved to Competency 5 to achieve a better fit.
Understanding of Growth	N/A	4d. Student Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has internalized grade-level standards and, if not, what s/he still needs to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.	4e. Understanding of Growth: Teacher can articulate specifically (and with evidence) whether or not each student has internalized grade-level standards and, if not, what s/he still needs to learn.	
Progress Towards Goals	N/A		4f. Progress Toward Goals: Data reflect that students are mastering the objectives of the focus areas, leading toward mastery of grade-level standards.	
Communication of Student Progress	N/A	4f. Communication of Student Progress: Teacher communicates student progress clearly and consistently to students, families, and school leaders.	5c. Communication of Student Progress: Teacher communicates student progress clearly and consistently to students, families, and school leaders.	

APPENDIX C: GLOSSARY OF TERMS

Always

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.

Annual evaluation

Annual evaluation: Annual evaluations are required by the New Jersey Administrative Code for all teachers.¹⁴ At the annual evaluation, the administrator and teacher complete a final assessment of progress towards 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 all short and long observations completed during the year, as well as evidence of over-time Indicators. Based on this evidence, the administrator assigns a performance level to Competencies 1-5, specifically reflecting on the teacher's progress on their student learning goals in Competency 4. The final summative rating is calculated based on the teacher's performance on each of the five Competencies.

BloomBoard

Starting this school year, Newark Public Schools is partnering with BloomBoard Inc. to provide a fully-functional performance evaluation and professional development management platform. BloomBoard is a web-based tool that allows schools to keep track of goal-setting documents, short and long observations, mid-years, and annual evaluations all in one place online. Every teacher and school administrator in the district will have a BloomBoard account and will be logging in to the system on a regular basis.

Competency

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

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 the school district for implementing the plan, and specific support that the district shall provide. Some metrics could include: indicator ratings during classroom observations and mid-year evaluations; student feedback; and administrator or mentor review of lesson and unit plans

The administrator and teacher should check-in on progress in growth areas during each post-observation and evaluation conferences. In addition to these regular check-ins, they may decide to implement additional processes to monitor growth areas, like periodic meetings with the teacher, any mentor teachers, and 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 itself, an Indicator 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.

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.

¹⁴ N.J.A.C. § 6A:10-2.4.

Goal-setting Conference

Goal-Setting Conferences are required for all teachers at the beginning of the school year in order to determine which student learning 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 Competencies 1-4, 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 lessons.

Individual Professional Development Plan (IPDP)

The Individual Professional Development Plan 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 each of 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 developed during the Goal-Setting Conference at the start of the school year and serve as a living document that helps the teacher and his/her supervisor to continuously reflect and improve on their practice.

Ineffective

An Ineffective teacher is not meeting expectations for teaching in Newark Public Schools. 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 Newark Public Schools.

Long observation

Long observations are observations that are at least 40 minutes in length or a full class period (whatever is shorter). Long observations are required for non-tenured teachers and teachers on a CAP.

Meets Expectations

The teacher consistently meets the baseline expectations.

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 and the implementation and alignment of the Framework for Effective Teaching. It is strongly recommended for all teachers and required for teachers on a CAP.

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 be considered to be meeting expectations.

Peer Validators

Peer Validators provide an opportunity for independent peer review and support by conducting additional observations of teachers (with a focus on those in danger of receiving an Ineffective rating), suggesting areas and techniques to improve teacher practice and reviewing instances where specific schools have particularly high or low ratings as compared to other NPS schools. Peer Validators may include current teachers, former teachers or administrators from NPS or other school systems, academics, or other outside experts.

Pre-observation Conference

The pre-observation conference must precede at least one announced observation each year and should occur within seven days before a long 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.

Post-observation Conference

Post-observation conferences are required to follow observations—whether long or short, 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 teaching staff member working days after the observation (though it is recommended within 3 days of the lesson in order to provide timely feedback).

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 teacher’s execution of the student learning goals, and aligned to the framework.

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.

Short observation

Short observations are observations that are at least 20 minutes in length (20-39 minutes). Short observations are required for all teachers.

Significantly Below Expectations

The teacher is not in compliance with the baseline expectation for performance.

Slightly Below Expectations

The teacher is inconsistent in meeting expectations in practice or frequency.

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 Learning Goals 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. The Student Learning Goal is the agreed upon “end point” or goal for the students’ progress toward mastery of the focus area over the course of the year. After establishing the student end points, administrators and teachers will identify the starting points for each group of students and determine which tools will be employed by the teacher to track their students’ progress toward the end point. Together, administrators and teachers will review curricular materials and resources that will support student progress towards goals, and will come to an agreement on what students will know at the end of the school year.

APPENDIX D: FREQUENTLY ASKED QUESTIONS

Framework Details & Changes

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

“No evidence” is not included as an option on the framework. 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. It is expected that all evidence of all Competencies can be captured during a long observation. During long observations, lack of evidence is actually negative evidence. For example, if the observer does not observe the teacher asking any questions, the observer should rate the teacher on Indicator 2b, Questions and Tasks, accordingly. In this instance, the absence of any questions from the teacher means the teacher receives an Ineffective rating on this Indicator. However, during short observations teachers may genuinely not have had the opportunity to demonstrate his or her performance in a particular Indicator or Competency. In these instances, the observer will determine if the lack of evidence is negative evidence or if there was no opportunity for the teacher to provide evidence.

Observers are responsible for collecting sufficient evidence to rate on each element at the appropriate times, and are expected to collect sufficient evidence by the mid-year and annual review points to provide ratings on each Competency and (at the annual review) each Indicator. In long observations and at the mid-year and annual conferences, observers are expected to be able to collect enough evidence to rate each Competency based on that evidence. In short observations (20-39 minutes), observers are not required to rate every Competency, but should collect enough evidence to provide a rating for at least one Competency.

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 planning and preparation?

All good instruction begins with solid planning. However, we heard from stakeholders that planning, as articulated in the old rubric, is not directly observable in the classroom. As such, the new Competencies reflect observable elements of planning, most notably in Competency 1: Lesson Design & Focus.

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

“All/nearly all” students means all students in the classroom with the exception of 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 means the majority of students in the classroom. “Some” students means half or less than half of the students in the classroom. “Few” students means few, if any, students in the classroom.

Where does the framework address the teachers’ 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 he or she 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).

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.

Evaluation Policy & Process

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

The main components of the teacher evaluation process are:

1. IPDP/CAP creation
2. Goal-setting meeting between teacher and administrator to agree on the IPDP/CAP goals
3. Observations
 - a. Pre-observation conference(s)
 - b. Short observation(s)
 - c. Long observation(s)
 - d. Post-observation conference(s)
4. Mid-year review
5. Annual evaluation

How many observations must a teacher have?

1. Non-tenured teachers in their 1st or 2nd year of teaching must have at least two (2) long observations and one (1) short observation.
2. Non-tenured teachers in their 3rd or 4th year of teaching must have at least one (1) long observation and two (2) short observations.
3. Tenured teachers should have at least three (3) short observations; however, long observations can replace any short observation as well.

Beyond these minimum requirements, observers may conduct as many observations as deemed necessary to gather sufficient evidence to inform mid-year 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 (either within one observation or across different observations). Tenured teachers 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 on them.

Student learning goals 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. In a student growth perspective, the teacher gets “credit” for moving the student two years (from 2nd to 4th grade) in one academic year.

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

NPS 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, NPS 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?

School leaders will be held responsible for learning to use the framework to observe, evaluate, support, and develop their teachers. Training was provided over the summer and will continue throughout the 2013-14 school year to ensure that school leaders are fluent in use of the framework and methods of collecting evidence.

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, NPS will provide other resources and guidance. Peer validators may also conduct validation observations to provide additional data on a teacher's performance and ensure that the evaluation system is fair and accurate. Finally, the School Improvement Panel at each school and the Peer Oversight Committee in general will advise 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 NPS teachers, regardless of tenure or years of experience. The framework 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 vs. non-tenured 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 teachers' performance to date, and the progress the teacher has made towards his or her goals. The observer will consider evidence from long and short 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 purely formative; there are no stakes directly linked to the mid-year rating.

At the annual review, 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.

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

Competencies 1-4 are required to be assessed during all long observations. During short observations, administrators may choose to focus on the specific Competencies relevant to the portion of the lesson that they observe. Competency 5 should only be rated during mid-year reviews 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.

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

Yes, all five Competencies must be assigned a performance level as part of the annual review.

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 a short or long observation or the mid-year review if there is a preponderance of evidence that dictates a rating for a given Indicator or a certain Indicator is of particular focus for a teacher's growth and development. During the annual review, all Indicators must be rated.

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. (For non-tenured teachers and teachers on a CAP, at least one long observation should be announced with a pre-observation conference. For tenured teachers, at least one short

observation should be announced with a pre-observation conference.) Pre-observation conferences may provide helpful context and information as part of the observation process.

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

The post-observation conference must be held within 10 teaching staff member working days following the long observation, and is recommended within three (3) 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 observations, regardless of whether they are short or long, announced or unannounced, must be followed by a post-observation conference. For tenured teachers, an “informal” post-observation process is permissible.

What is an “informal” post-observation conference?

Tenured teachers rated Effective or Highly Effective at the end of the 2012-13 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 BloomBoard system. The teacher must agree to an informal post-observation conference.

What is the difference between an announced and 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 are Competencies weighted?

Each of the first four Competencies is weighted the same and should be viewed as having the same importance. Competency 5, while worth less points, is important in determining the teachers’ overall evaluation score because a teacher not meeting expectations in Competency 5 will have a lower overall evaluation score.

What does an observer do if he or she doesn’t see evidence of all Indicators in an observation?

In a short observation, observers may not see evidence of all Indicators. Observers may choose to focus on the Indicators and Competencies that are most relevant to the teacher’s growth and development or the areas where the observer find a preponderance of evidence based on the portion of the lesson that he or she observed.

After each long observation, the observer is required to rate each Competency and should have enough evidence within each Competency to do so. If there are Indicators for which the observer does not have evidence after a long observation, the observer should only consider the Indicators for which he or she has evidence when assigning a Competency rating. Long observations are required to be at least 40 minutes; if the observer needs to remain in the classroom for more than 40 minutes in order to collect more evidence he or she is are welcome to do so. Note that lack of evidence is sometimes considered no evidence. Other times it is considered negative evidence.

At the mid-year review, the observer should provide a rating for each Competency and attempt to provide a rating for each Indicator based on the preponderance of evidence he or she has collected.

At the annual evaluation, the observer should have accumulated evidence for each Indicator through long and short observations, interaction outside the classroom with peers, supervisors, parents/families, and through assessing the teacher’s progress towards goals. The observer is required to note a rating for each Indicator and Competency.

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 short and long observations, progress toward student learning goals and professional goals, artifacts of the teachers' 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 and annual reviews. However, they are only formally rated at these two points. For example, the administrator and teacher may discuss evidence of 1f. 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.

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 score?

If a teacher disagrees with his or her score, he or she 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 observation in writing within working days 10 days of the post-observation conference. The objections must be attached to each party's copy of the annual written performance report.

What if a teacher disagrees with the Mid-Year or Annual rating that they receive in 2013-14?

In the event that a teacher receives a Mid-Year or Annual evaluation rating they believe to be unsubstantiated by the written evaluation, within 10 days of receiving their Mid-Year or Annual rating, the teacher should submit a rebuttal letter that sets forth the reasons that a higher evaluation rating is warranted to his/her respective Assistant Superintendent. The Assistant Superintendent (with support from the Special Assistant for Teacher Quality) for that network may review the rebuttal letter, mid-year evaluation or annual rating, and supporting documents and if the rating is inconsistent with the documentation, then the Assistant Superintendent may, in his/her sole discretion, change the overall evaluation rating after reviewing the documentation with the principal.

What happens when a teacher hasn't been in my school for the entire year?

If a teacher hasn't been in your school for the entire year, the number of evaluations can be reduced proportionally based on the amount of time the teacher has been in your school. This is true for teachers new to the district and/or new to the school, as well as teachers who have been out on an extended leave.

Where do I access BloomBoard?

You can access the online system that captures all of your evaluation information at <http://apps.bloomboard.com>. For support at any time, please email support@bloomboard.com, or visit <https://support.bloomboard.com/home>.

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/>

Goal-Setting, IPDPs & CAPs

What are student learning goals?

A student learning goal is a long-term objective on which the teacher will focus throughout the year for each of 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.

How are student learning goals 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 Plan 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 can be revised up until February 15th. 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 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 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 set 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, and they will serve as a reference document for other evaluation conferences, feedback discussions, and professional development over the course of the year.

IPDPs & CAPs

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 grow in their professional practice. Both processes capture the teacher's Student Learning and Professional Development Plans—created in collaboration with their principal or administrator—based on specific needs and interests identified during the goal setting process at the beginning of the year. Teachers meet with their administrator three times every 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 will have a CAP or an IPDP, depending on their rating from the previous year.

Who must receive a CAP?

Teachers who were rated Partially Effective or Ineffective on their Annual Evaluation in the 2012-13 school must receive a CAP in the 2013-14 school year.

What if a teacher already wrote a CAP with their school leader at the end of 2012-13?

The teacher and his or her principal should review the CAP they drafted at the end of 2012-13 and update the CAP with the Student Learning Plan appropriate for the teacher. This must be entered into the BloomBoard 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 and should be referenced and updated throughout the year. At each post-observation conference and the mid-year review, the teacher and principal should review the goals outlined in the CAP and assess the teacher's progress towards meeting those goals. 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 development goals should be specific and time-based; the teacher should use these goals to guide his or her activities and efforts to develop. 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 participating 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, BloomBoard, 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 through the online BloomBoard system.

How many observations must a teacher on a CAP receive?

A teacher on a CAP is required to receive four observations – one additional observation compared to all other teachers. Two of the four should occur before the mid-year evaluation. The educator may receive additional observations, but at least four are required. 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 should receive a mid-year review by February 15, 2014. We recommend the teacher be observed at least twice prior to the mid-year review.

What are timeline dates to consider for a teacher on a CAP?

There are several recommended dates to consider for teachers on a CAP:

- October 15, 2013: the date by which any teacher rated Partially Effective or Ineffective has a completed CAP in the BloomBoard system
- October 31, 2013: the date by which a teacher on a CAP should receive his or her first observation
- November 30, 2013: the date by which a teacher on a CAP should receive his or her second observation
- January 31, 2014: the date by which all teacher with a CAP should receive his or her third observation
- February 15, 2014: the date by which all teachers with a CAP must receive a mid-year review
- March 31, 2014: the date by which a teacher on a CAP should receive his or her fourth observation
- April 15, 2014: the date by which a non-tenured teacher on a CAP should have his or her annual evaluation conference
- May15, 2014: the date by which a tenured teacher on a CAP should have his or her annual evaluation conference and rating

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
- 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 2013-14?

If a teacher's performance improves and he or she is rated Effective or Highly Effective at the end of 2013-14, s/he is no longer on a CAP for 2014-15 and instead will receive an IPDP.

What happens if a teacher on a CAP is rated Partially Effective or Ineffective at the end of 2013-14?

While every effort will be made to support both tenured and non-tenured teachers to meet the goals of their CAP, if a teacher fails to improve, his or her principal may decide to place them on a CAP again for the following school year or, if the teacher is non-tenured, may decide not to continue the teacher's contract next year. If a tenured teacher fails to improve, the district may file a charge of inefficiency against the teacher.

APPENDIX E: RECOMMENDED TIMELINES

Recommended Timelines for Teacher Evaluation

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 in order 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, continuous basis and should be embedded throughout the process.

	Non-tenured Teachers	Tenured Teachers	Tenured Teachers with a Corrective Action Plan	Non-tenured Teachers with a Corrective Action Plan
Sept	Conduct goal-setting conference to develop IPDP, which includes professional growth and student learning goals, completed by September 30	Conduct goal-setting conference to develop IPDP which includes professional growth and student learning goals, completed by September 30	Conduct goal-setting conference to develop CAP, which includes professional growth and student learning goals, completed by October 15	Conduct goal-setting conference to develop CAP, which includes professional growth and student learning goals, completed by October 15
Oct	Complete first observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete first observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete first observation, including post-observation conference that explicitly discusses the CAP (and pre-observation conference if is an announced visit)	Complete first observation, including post-observation conference that explicitly discusses the CAP (and pre-observation conference if is an announced visit)
Nov	Complete second observation, including post-observation conference (and pre-observation conference if is an announced visit)		Complete second observation, including post-observation conference that explicitly discusses progress on the CAP (and pre-observation conference if is an announced visit)	Complete second observation, including post-observation conference that explicitly discusses progress on the CAP (and pre-observation conference if is an announced visit)
Dec	Mid-Year reviews begin; examine progress towards goals on IPDP at the review	Mid-Year reviews begin; examine progress towards goals on IPDP at the review	Mid-Year reviews begin; examine progress towards goals on CAP at the review	Mid-Year reviews begin; examine progress towards goals on CAP at the review

Jan	Complete third observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete second observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete third observation, including post-observation conference that explicitly discusses progress on the CAP	Complete third observation, including post-observation conference that explicitly discusses progress on the CAP
Feb		Mid-Year reviews conclude by February 15	Mid-year reviews conclude by February 15	Mid-year reviews conclude by February 15
Mar	Mid-Year reviews conclude by February 15	Complete third observation, including post-observation conference (and pre-observation conference if is an announced visit)	Complete fourth observation, including post-observation conference that explicitly addresses progress on the CAP	Complete fourth observation, including post-observation conference that explicitly addresses progress on the CAP
Apr	Annual evaluation conference and rating assigned by April 15			Annual evaluation conference and rating assigned by April 15
May		Final evaluation rating (including 3 observations) complete by June 15	Annual evaluation conference and rating assigned by May 15	
June			Work with Talent Office to pursue tenure charges if applicable; Full documentation on tenure charges due by June 15	Work with Talent Office to pursue tenure charges if applicable; Full documentation on tenure charges due by June 15

APPENDIX F: IPDP TEMPLATE

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP):
Student Learning and Professional Development Goals**

At the beginning of the year, the teacher and supervisor sit down to reflect on last year's performance and goals for the current year. This is an opportunity to map out (1) goals and focus areas for the students; and (2) development areas and opportunities for the teacher. Once this form is completed, it must be uploaded by the teacher into BloomBoard and a paper copy must be signed and added to the teacher's file.

Teacher Name	Supervisor	Date
Other Team Members		

Student Learning Plan -

Grade	Subject	Term of Instruction		
		Full Year	Semester	Other _____
# of Students	Curricular Program			

Areas of Focus

What are the standards you want all students to master this year? (1e Coherent Planning)

Guidelines: Teachers of ELA should consider including RI.1, RI.10, RI.1, RI.10, W.1, W.2; Teachers of Math should consider including standards from the CCSS major areas of work for their grade and at least one mathematical practice, such as Mathematical Practices 3 and 4; Teachers of History and Social Studies should consider including RH.1, RH.10, WHST.1, and WHST.2. Teachers of Science and Relevant Technical Subject Areas should consider including RST.1, RST.10, WHST.1, and WHST.2. All teachers should also include key standards from the NJCCCS not addressed by the CCSS.

Student End Points

How will you know if your students have mastered these standards? What will the culminating student performance be? (1f Progression of Instruction, 4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider using the culminating tasks included in the curricular resources selected by the district (e.g., Expeditionary Learning, Math in Focus) or developed by the district (e.g., NPS Science Units) as well as any formal interim assessments (e.g., CRESST, the Achievement Network).

Student Starting Points

Where are your students starting levels for the year? (4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider reviewing the results from previous year's culminating assignments and summative assessments (e.g., NJASK) and any rigorous diagnostic available for the targeted areas (e.g., DRA2 for K-2 Literacy)

Instructional Tools and Resources:

What curricular supports and tools will you use to guide instruction? (1f Progression of Instruction);

How will you ensure all students have access to the curriculum? What scaffolds and supports will you provide? (2a Tailored Instruction);

How will you track student progress towards mastery of the targeted standards? (4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider including the recommended curricular resources for Tier 1 (e.g., Core Knowledge Language Arts Program), Tier 2 (e.g., Reading Recovery), and Tier 3 (individualized supports).

Professional Growth Plan -

Based on the goals for your students, what are your growth areas?

Growth Area(s) <ul style="list-style-type: none">• <i>Area of teacher performance that needs improvement.</i>• <i>Linked to teacher expectations/competencies</i>	Action Steps for Teacher <ul style="list-style-type: none">• <i>Specific strategies the teacher will utilize to improve his/her practice as it relates to the Indicator</i>

Once the Individualized Professional Development Plan is completed and the goals have been agreed upon, the teacher must upload this form into the Individualized Professional Development Plan page in BloomBoard. An additional copy of the form must be signed in the spaces provided below by both the teacher and the administrator and placed in the teacher’s file at the school site. The administrator must then indicate in BloomBoard that the Goal-Setting Process is complete.

Teacher Signature

Date

Administrator Signature

Date

APPENDIX G: CORRECTIVE ACTION PLAN TEMPLATE

**CORRECTIVE ACTION PLAN:
Student Learning and Teacher Professional Development Goals**

At the beginning of the year, the teacher and supervisor sit down to reflect on last year's performance and goals for the current year. This is an opportunity to map out (1) goals and focus areas for the students; and (2) development areas and opportunities for the teacher. Once this form is completed, it must be uploaded by the teacher into BloomBoard and a paper copy must be signed and added to the teacher's file.

Teacher Name	Supervisor	Date
Other Team Members		

Student Learning Plan -

Grade	Subject	Term of Instruction		
		Full Year	Semester	Other_____
# of Students	Curricular Program			

Areas of Focus

What are the standards you want all students to master this year? (1e Coherent Planning)

Guidelines: Teachers of ELA should consider including RI.1, RI.10, RI.1, RI.10, W.1, W.2; Teachers of Math should consider including standards from the CCSS major areas of work for their grade and at least one mathematical practice, such as Mathematical Practices 3 and 4; Teachers of History and Social Studies should consider including RH.1, RH.10, WHST.1, and WHST.2. Teachers of Science and Relevant Technical Subject Areas should consider including RST.1, RST.10, WHST.1, and WHST.2. All teachers should also include key standards from the NJCCCS not addressed by the CCSS.

Student End Points

How will you know if your students have mastered these standards? What will the culminating student performance be? (1f Progression of Instruction, 4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider using the culminating tasks included in the curricular resources selected by the district (e.g., Expeditionary Learning, Math in Focus) or developed by the district (e.g., NPS Science Units) as well as any formal interim assessments (e.g., CRESST, the Achievement Network).

Student Starting Points

Where are your students starting levels for the year? (4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider reviewing the results from previous year's culminating assignments and summative assessments (e.g., NJASK) and any rigorous diagnostic available for the targeted areas (e.g., DRA2 for K-2 Literacy)

Instructional Tools and Resources:

What curricular supports and tools will you use to guide instruction? (1f Progression of Instruction);

How will you ensure all students have access to the curriculum? What scaffolds and supports will you provide? (2a Tailored Instruction);

How will you track student progress towards mastery of the targeted standards? (4d Understanding Growth & 4e Using Data)

Guidelines: Teachers should consider including the recommended curricular resources for Tier 1 (e.g., Core Knowledge Language Arts Program), Tier 2 (e.g., Reading Recovery), and Tier 3 (individualized supports).

Professional Growth Plan -

Based on the goals for your students, what are your growth areas?

<p>Growth Area(s)</p> <ul style="list-style-type: none"> • <i>Area of teacher performance that needs improvement.</i> • <i>Linked to teacher expectations/competencies</i> 	<p>Action Steps for Teacher</p> <p><i>Specific strategies the teacher will utilize to improve his/her practice as it relates to the Indicator</i></p>	<p>Action Steps/ Follow-Up by Administrator</p> <p><i>What steps will the Administrator take to ensure the Teacher is supported in his/her development (i.e. research PD opportunities, commit to additional observations, support with planning)?</i></p>	<p>Metrics & Processes used to Assess Progress</p> <p><i>How will growth be measured (i.e. classroom observations, student feedback, review of lesson and unit plans)?</i></p>

Once the Corrective Action Plan is completed and the goals have been agreed upon, the teacher must upload this form into the Corrective Action Plan page in BloomBoard. An additional copy of the form must be signed in the spaces provided below by both the teacher and the administrator and placed in the teacher’s file at the school site. The administrator must then indicate in BloomBoard that the Goal-Setting Process is complete.

Teacher Signature

Date

Administrator Signature

Date

