

Washington Township Public Schools

Achieve NJ - Evaluation Guidelines



2023-2024

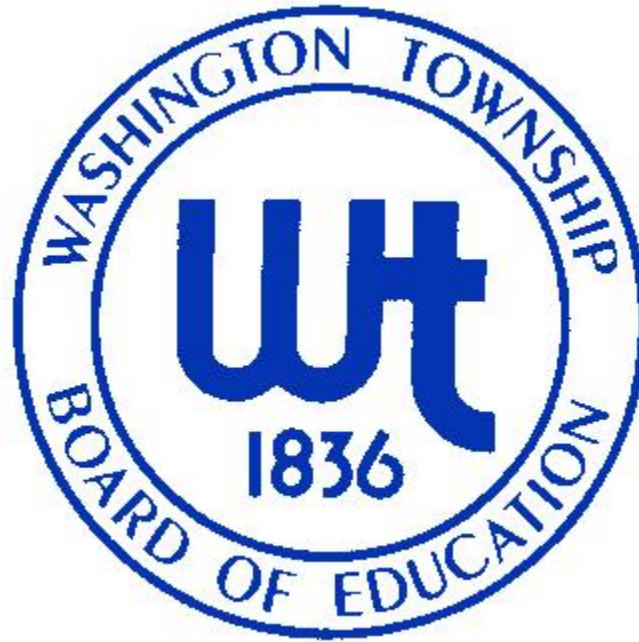
Washington Township Public Schools

Teacher Evaluation Vision and Beliefs

The vision of the Washington Township Teacher Evaluation and Development system is to identify, promote, and support outstanding classroom instruction, which will ensure optimal student achievement and enable each student to reach his/her maximum potential. To achieve this vision, the evaluation system encompasses the following:

- Open communication in an atmosphere of trust and mutual respect
- Transparency through clear expectations
- Objective, meaningful feedback for teachers
- Potential for formative, collaborative growth
- Concrete, feasible path to “innovating/highly effective” performance
- Comprehensive training and support for evaluators and teachers
- Flexibility to accommodate a rich variety of lesson contexts
- Use of a common language to facilitate professional dialogue and expand teacher expertise
- Pre and post-conferences, as mandated
- Provision for remediation, as needed
- Consolidation of professional development plans based upon teacher evaluation growth needs
- Development of self-reflection and self-assessment skills to deepen professional practice.

Instructional Staff



2023-2024

I. Instructional Staff Observations (Classroom Teachers, Media Specialists/Librarians and Reading Specialists)

a. Observation Requirements

Teacher Status	Total # of Observations	Observers
Non-Tenured	3 (at least 20 minutes each)	Multiple Observers Required
	3 (at least 20 minutes each)	
Tenured	2 (at least 20 minutes each)	Multiple Observers Required-per district
Corrective Action Plan (CAP)	Minimum Observation for Teacher Status Plus One Observation	Multiple Observers Required

- All Non-Tenured teachers must receive a minimum of three observations and tenured teachers must receive a minimum of two observations per year as noted above with a minimum of one observation during each semester. Non-tenure teachers present for less than 40% of total school days in an academic year can receive a minimum of two required observations.
- All CAP teachers must receive the minimum observation for teacher status plus one observation and a mid-year conference.
- A teacher should not receive a final teacher practice score (and thus cannot receive a summative evaluation rating) unless the minimum observation requirements have been met.
- All teachers will receive one announced observation with a pre-conference and / or pre-conference form and one unannounced observation. Additional observations will be announced or unannounced as determined by the observer. The type of observation will be at the discretion of the observer / administrator.
- All observations require a post-observation conference, and post-observations are required to be face-to-face. (including virtual meetings or in place of face-to-face.)
- Traditional in-class observations remain the required/preferred method for in-class/ in-person instruction, including hybrid models.
- The portfolio process shall be utilized if instruction is not occurring in-class /in-person. It must be used when the teacher and his or her students are not in the same room during instruction (e.g., synchronous and asynchronous lessons).

b. Teachers that require a Corrective Action Plan (CAP)

- After the first year, teachers who receive summative evaluation rating of “Ineffective” or “Partially Effective” scoring below a 2.65 are legally required to be placed on a CAP. A minimum of one additional observation and multiple observers are required. The content of a CAP can be updated to reflect changes in progress and a review of the CAP must take place at every post-conference. Observations may not occur between receipt of summative score and the implementation of a CAP.
- If a teacher is rated Ineffective or Partially Effective on the 2023-24 annual summative evaluation, a CAP must be in place by October 31.
- Implications for earning tenure: According to the TEACHNJ Act to earn tenure, all teachers hired after August 12, 2012 must be employed in the district for four consecutive calendar years plus one day or the equivalent of more than four academic years within a period of any five years. Teachers must earn a rating of an Effective or Highly Effective on the last two summative evaluations within the last three academic or calendar years leading to tenure. *For more information, please visit <http://www.state.nj.us/education/AchieveNJ>*

Requirements for Filing an Inefficiency Tenure Charge

Requirements for a Superintendent to file an Inefficiency Tenure Charge with the district Board of Education* are shown in the chart below:

Year A Rating	Year B (Consecutive) Rating	Action
Ineffective	Ineffective	The superintendent must file a charge of inefficiency
Partially Effective	Ineffective	The superintendent must file a charge of inefficiency
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the Superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	<i>*Same action as stated directly above</i>

*October 31 is the deadline for implementing a Corrective Action Plan (CAP) in 2023-24.

-Timelines between Observations:

- There will be a minimum of (2) weeks, i.e. 10 school days, between the post-observation conference of (1) observation to the occurrence of a subsequent observation of the same staff member.
- c. Walkthroughs/Learning Walks**
- A walkthrough, or learning walk, is 10-20 minutes of a data collection procedure; however, the data collected is **NOT** for evaluation purposes. The data collected in a walkthrough is used for determining areas of professional development, instructional school goals, etc.
- d. Conducting an Observation**
- For specific directions on how to conduct an observation (including peer and self), as well as other iObservation functions such as saving/deleting a draft, viewing completed observations, previewing forms, sharing observations, etc., (Please see *Appendix A*.)
- e. Email Notification Preferences**
- In order to receive email notifications when specific actions have been conducted in iObservation (observations, conferences, discussions, etc.), these email notification preferences must be indicated on the MY PROFILE page. (Please see *Appendix B* for the minimum recommended email notification preferences.)
- f. Observation Procedure**
- The observer will conduct a pre-observation conference with the staff member prior to the observation, **if the observation is announced**. The pre-observation conference can be conducted by written communication including electronic communication. * In lieu of this format, a teacher may request a face-to-face conference or a virtual meeting.
 - After an observer has observed a lesson and completed the initial draft of the observation form(s), the observer will “share” the saved draft with the staff member observed. Once this has occurred, the staff member will receive an email from iObservation notifying them that an item has been shared. The staff member may click the link embedded in the email to view the draft, or by logging into iObservation (see *Appendix A* for specific directions).
 - The staff member will review the draft prior to the post-conference so that he/she is prepared to discuss the feedback, provide evidence (as necessary) and prepare the data necessary. At this time, the staff member may also prepare evidence for “Professional Responsibilities” in Domain 4.
 - The observer and the staff member will then participate in the post-observation conference to discuss the items noted above.

- The observer must input ratings for all domains in every observation, with the exception of the Professional Responsibilities Domain.
- Subsequent to the post-observation conference and after any/all changes have been made, the observer will ensure that all necessary information is included. (such as summary of activity observed, time and date of applicable conferences, etc.) To do this the observer will then click the following NOTIFICATION:

Require STAFF MEMBER to acknowledge observation results

- No changes to ratings or comments shall occur after the post-conference unless both the evaluated and evaluator have discussed the additional changes.
- When the observation is complete, the observer will click FINISH. *Please note: the observer will be prompted to confirm that he/she wants to finish (or close and lock) the observation. Once confirmed, the observer can no longer edit the observation.*
- An email will be automatically sent from iObservation to the staff member notifying them that an observation requires their acknowledgment. The staff member may follow the link embedded in the email to access the observation or by logging into iObservation (see *Appendix A* for specific directions).
- The staff member has (10) working days to make any comments/rebuttals (see *i. Teacher Comments on an Observation*). When the staff member has completed his/her comments, the staff member must click the box to note they have acknowledged the observation. A dialogue box will ask the staff member to confirm this action. Once confirmed, the observation will then be locked. The staff member may view the observation at any time but can no longer edit/input comments.
- Procedural concerns on the part of any staff member should be brought to the attention of the building ScIP.

g. Clicking “finish” in iObservation

- An observer does not click “finish” until the observer and the teacher have completed the post-conference.

h. Teacher Comments on an Observation

- There is one comment box for administrators and one for teachers on the observation form. Teachers can make their comment(s) before checking the box indicating that they have reviewed (not necessarily agreed with) the observation.
- The staff member’s comments/objections shall be made within (10) working days following the conference.

i. Evaluation Forms

- **Formative observations** will be maintained electronically. Both administrators/supervisors and teaching staff will use their personal

credentials in the iObservation system to sign-off electronically. **Summative evaluations** will also be maintained and acknowledged electronically signed within five (5) working days of the review.

j. Evaluating Standards Based Planning, Standards Based Instruction, Conditions for Learning and Professional Responsibilities

- The observer must input ratings for all domains in every observation, with the exception of the Professional Responsibilities Domain.
- The Professional Responsibilities Self-Reflection forms can be utilized to obtain information regarding this domain. (*Please see Appendix C*)
- Multiple observers may contribute to the evaluation in the areas of Standards-Based Planning and Professional Responsibilities.
- The Elements rated should be discussed at the time of the post-observation conference. Observers will request that staff members acknowledge each evaluation subsequent to the post-conference.
- One post-observation conference may be combined with a teacher's annual summative conference as long as it occurs within the required (15) teacher working days following the observation.

k. Observation of Co-Teachers

- A specific observer may formally observe (2) teachers in a given class period. For example, an observation may be conducted of a General Education teacher for the first 20 minutes then of the ICS Special Education/BSI teacher for the next 20 minutes, this includes virtual meetings in place of face-to-face as needed.

II. Requirements and Reminders for Evaluators

a. Instructional Rounds

- As the district implements the teacher evaluation instrument and as new observers are hired, multiple observers may observe a classroom for purposes of building the observers' familiarity with the instrument. This may or may not result in an observation document that counts towards the summative evaluation of a teacher. Should an official evaluation be conducted, the teacher will be notified at the beginning of the observation in the case of unannounced observations.

a. Co-Observations

- All observers are required to participate in at least two (2) state-required co-observations throughout year. These observations are to support inter-rater reliability and the calibration of the teacher practice instrument. In these

required co-observations, both observers will observe the same teacher concurrently; however only **ONE** (1) observation document will be produced by the primary observer which will count toward the teacher's summative evaluation. A co-observation may not fulfill the requirement of multiple observers.

- A notation shall be included in the Domain/Notification section of the observation report indicating that the observation was a co-observation and the name of the co-observer shall be included.

b. Observer Quality Assurance

- To support inter-rater reliability pursuant to AchieveNJ requirements, WTPS will continue to schedule Observer Quality Assurance Modules as needed throughout the year, as well as any professional development or coaching recommended by Learning Sciences International. Inter-rater reliability is critical to the success of the evaluation system and will be a priority throughout the implementation of the evaluation models.

III. Pre- and Post- Observation Conferences

a. Pre-Observation Conferences

- Each staff member will have at least (1) announced observation with a pre-observation conference. If an observation is announced with a pre-observation conference, the pre-observation conference must occur within seven (7) working days of the lesson, not including the day of the observation. The pre-observation conference can be conducted by written communication including electronic communication. *In lieu of this a teacher may request a face-to-face conference or a virtual meeting. In the case of non-tenured teachers or teachers with a Corrective Action Plan, the pre-observation conference must be a face-to-face conference. Pre-Observation forms can be utilized through iObservation. (*Please see Appendix D for pre-observation forms.*)

b. Post-Observation Conferences

- Every observation requires a face-to-face post-observation conference, including virtual meetings in place of face-to-face, at which time the observation is reviewed with the teacher. The post-observation conference must occur within fifteen (15) working days of the lesson.
- One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required (15) teacher working days following the observation.
- For each observation, the observer will indicate the date and time that the **post-observation** conference was conducted.

c. **Forms**

- The pre-observation conference can be conducted by written communication including electronic communication: however, a teacher may request a face-to-face conference or a virtual meeting. In the case of an electronic pre-observation conference, the Pre-Observation Conference Form must be completed and submitted. *(Please see Appendix D for pre-conference form.)*
- Every observation requires a face-to-face or virtual meeting for a post-observation conference at which time the observation is reviewed with the teacher. The post-observation conference must occur within fifteen (15) working days of the lesson.

IV. Summative Evaluation Configuration for Classroom Teacher Evaluation Model

a. **The 2023-24 school year will be configured as straight averaging.**

<i>Implementation Year</i>	Category I (Non-Tenured Teachers in Year 1 or 2)	Category II (Non-Tenured Teachers in Year 3 or 4)	Category III (Tenured Teachers)
<i>Year 1</i>	55%	55%	55%
<i>Year 2</i>	55%	55%	55%
<i>Year 3</i>	65%	65%	65%
<i>Year 4</i>	65%	65%	65%
<i>Year 5</i>	65%	65%	65%
<i>Year 6</i>	N/A	N/A	N/A
<i>Year 7</i>	N/A	N/A	N/A
<i>Year 8</i>	N/A	N/A	N/A
<i>Year 9</i>	N/A	N/A	N/A

b. **The conversion of Marzano’s 5 point scale to AchieveNJ’s 4 point scale:**

<i>Conversion of 5 point scale to 4 point scale</i>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Partially Effective</i>	<i>Ineffective</i>
4.0 – 3.5	3.49 – 2.65	2.64-1.85	1.84-1.0

V. Lesson

a. Lesson Objectives / Learning Targets

- *All teachers must have a clearly articulated lesson objective(s) / learning target (s) written in their lesson plans.* The objective may be displayed on the board, easel, etc. during the intended lesson. However, if not displayed, the learning target must always be stated to the students during the lesson.

b. Intentional Planning

- Teachers are encouraged to use the Learning Map and protocols to plan lessons so as to achieve the “desired effect.”

c. Desired Effect

- Teachers and observers must have a clear understanding of the “desired effect” for each element being implemented/observed in a lesson. Teachers should plan for the “monitoring of the majority,” and the adjustment of instruction for the remaining students to ensure that they too have reached the “desired effect” of the element. Teachers will also need to be able to discuss the percentage of students who met the learning target. Although this may be observed in the lesson, teachers may also bring data to the post conference to demonstrate student understanding of the lesson objective/learning target.

d. Elements Evaluated

- Teachers will be evaluated on the elements observed; however, it is possible that a teacher may be evaluated on an element that was not observed if in fact, the circumstances of the lesson required the use of a particular element.
- **Critical Content**
Teachers will be evaluated on this element during each classroom observation.

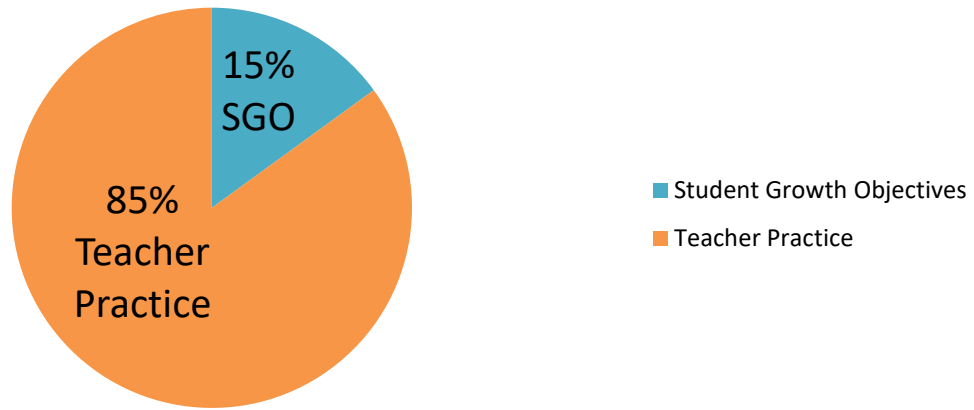
Standards-Based Instruction

Teachers will need to bring evidence to the post conference to demonstrate the number or percentage of students who met the primary objective/learning target for the observed lesson. This will be evaluated in the “Priority Element”, which is determined by the observer, of the lesson. The “Priority Element” is where the students spent the majority of their time engaging with the learning target. The element is in the Domain of Standards Based Instruction

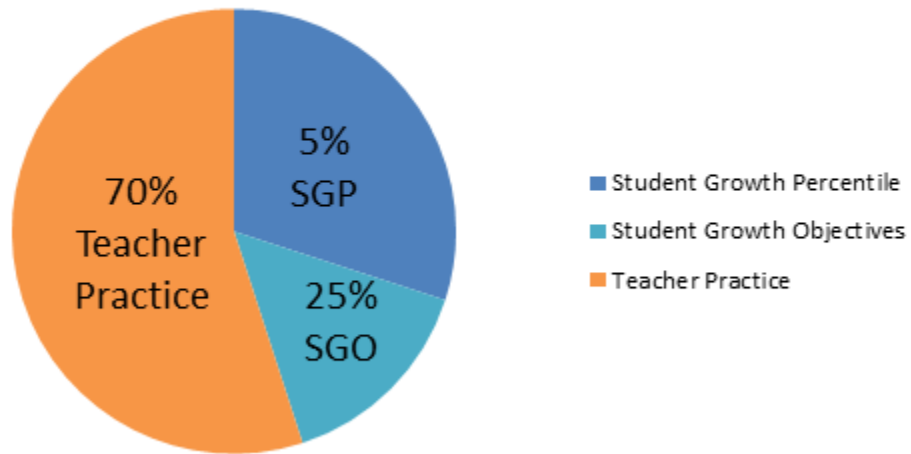
VI. Summative Evaluation Weights

a. Summative Weights for Teachers

2023-24



b. Summative Weights for Teachers with an SGP



VII. Student Growth Objectives (SGOs) & Student Growth Percentiles (SGPs)
a. Due Dates -SGOs

Action	Due Date	
Final Draft Due to Principal/Supervisor	Friday	October 27, 2023
Review and Revision Principal/Supervisor returns draft to teachers (if needed)	Saturday-Tuesday	October 28-31, 2023
Final Due Date	Friday	October 31, 2023
Adjusted SGO's and Student Roster Form Due to Principal/Supervisor (if needed)	Thursday	February 15, 2024
Final Signed SGO Forms Due to Building Principal	Monday	April 15, 2024

**This timeline is for the 2023-2024 school year only. This November 2nd deadline is subject to change in subsequent years and grade spans.*

b. Student Growth Percentiles (SGPs)

Technical Rules to Receive a Median Student Growth Percentile (mSGP)

- Teachers of grades 4-8 English Language Arts and grades 4-7 Mathematics will receive a mSGP by the state based on a) the most recent year or b) the median of the previous three years combined- whichever is most advantageous to the educator if:
 - The teacher has at least 20 separate students on his/her roster. If he/she does not have 20 separate students, he/she may receive an mSGP if he/she accrues 20 student scores in consecutive years combined.
 - Students must be enrolled in the class at least 70% of the time prior to the administration of the test.
 - The teacher of record has worked at least 60% of the time prior to the date on which the state test was administered.
 - Grade 8 Math Teachers will not receive an mSGP.

SGP Calculations as it pertains to In-Class Support Teachers, Secondary Basic Skills Teachers, etc.

- In-Class Support and Push-In Secondary Basic Skills Teachers will receive the same Median Student Growth Percentile (mSGP) as their general education partner.

Teachers who “pull out” students, such as Resource Room teachers, will receive an mSGP for all of the students they instruct within the tested content areas that they teach. **For more information on mSGP please visit www.state.nj.us/education/AchieveNJ and click on Student Growth Percentile*

VIII. Growth Plans/PDP's (Professional Development Plans)

c. The Marzano Growth Module / Professional Development Plans

- We will continue to utilize the Professional Development Plan Templates that were developed in the Spring of 2018 and shared with staff.
- No fewer than two goals for PDP are required. Goals may be based on the development of professional practice, school and/or departmental initiatives, and/or derived from individual, collaborative team, school or school improvement goals.

IX. Teacher Mentors

d. Selection of Teacher Mentors

- Teacher mentors are representatives from each grade level and/or content area with a history of effective instruction and a willingness to provide turnkey training to staff members when needed.

e. Role of Teacher Mentors

- Teacher mentors are key resources for Marzano professional development. Teaching staff members are encouraged to utilize these people as a resource for support in implementing the Marzano Teacher Evaluation Model. Teacher mentors may be asked to turnkey train staff when needed. They were also observed during practice observation rounds for administrators and supervisors to calibrate the observation tool and to build inter-rater reliability.

IX. Provisional Teachers

a. Evaluation of Provisional Teachers

- Provisional teachers who started teaching for the first time in the 2015-16 school year or there after must receive two effective or highly effective summative ratings within three consecutive years to qualify for a standard certificate.
- The NJDOE will keep track of provisional teachers' yearly summative evaluation ratings through the Provisional Licensure Registration Management System.
- Mentoring for a Standard Certification also applies to district long-term substitutes evaluated in the same way as contracted teachers.
- Candidates who are currently began the Provisional Teacher Program prior to 2015-2016 school year may be recommended for a standard certificate using the PTP summative evaluation form that was in place when they started the process located at <http://www.state.nj.us/education/educators/license/forms/verifyPTP.pdf>

X. School Improvement Panels (ScIPs)

a. Selection of ScIP Teacher Members

- The ScIP is comprised of the Principal, Vice Principal or Principal's designee, and a teacher. The Principal may appoint additional members to the ScIP as long as the teacher(s) on the panel represents one-third (1/3) of its total membership. The teacher member shall be a person with a demonstrated record of success in the classroom.

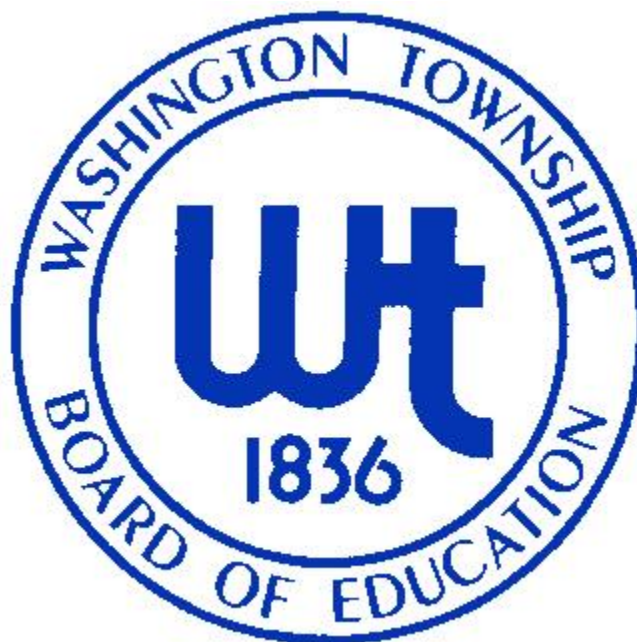
b. Role of ScIP Teacher Members

- The ScIP teacher members will assist with the implementation of the teacher evaluation model at the building level, overseeing the mentoring of new teachers, and the identification of professional development opportunities for all teaching staff members based on the review of school-level data.

Washington Township Public Schools

Achieve NJ - Evaluation Guidelines

Non-Classroom Staff



2023-24

I. **Non-Classroom Staff Evaluations** (Intervention Specialists, Counselors, Child Study Team Members, Nurses, Speech Therapists, etc.)

a. **Observation Requirements**

Staff Categories	Total # of Observations
Non-Tenured	3 (at least 20 minutes each)
	3 (at least 20 minutes each)
Tenured	2
Corrective Action Plan	Minimum Observation for Status Plus One Observation

- All non-tenure staff must receive a minimum of three observations, and tenured staff receive a minimum of two observations per year with a minimum of one observation during each semester. Non-tenure classroom staff present for less than 40% of total school days in an academic year can receive a minimum of two required observations.
- A staff member should not receive a final teacher practice score (and thus cannot receive a summative evaluation rating) unless the minimum observation requirements have been met.
- Non-Classroom Staff observations are not subject to “announced” or “unannounced” observations and do not require a pre-conference or multiple observers.
All teachers require all observations to have a face-to-face post-conference, including virtual meetings in place of face-to-face. **These are minimum requirements.*
- Traditional in-class observations remain the required/preferred method for in-class/ in-person instruction or services, including hybrid models.
- The portfolio process shall be utilized if instruction is not occurring in-class /in-person. It must be used when the staff member and his or her audience are not in the same room during instruction or services (e.g., synchronous and asynchronous sessions).

b. **Staff that require a Corrective Action Plan (CAP)**

- After the first year, Non-Classroom Staff who receive summative evaluation rating of “Ineffective” or “Partially Effective” scoring below a 2.65 are legally required to be placed on a CAP. One additional observation, a mid-year conference and multiple observers are required. The content of a CAP can be updated to reflect changes in progress and a review of the CAP must take place at every post conference.
- Observations may not occur between receipt of summative score and the implementation of a CAP.

- If a non-classroom staff is rated Ineffective or Partially Effective on the annual summative evaluation rating, the CAP must be in place by October 31st.

Implications for earning tenure: According to the TEACHNJ Act, to earn tenure all teachers hired after August 12, 2012 must be employed in the district for four consecutive calendar years plus one day and earn an Effective or better rating on the last two summative years. *For more information, please visit <http://www.state.nj.us/education/AchieveNJ>.*

Requirements for Filing an Inefficiency Tenure Charge

Requirements for a Superintendent to file an inefficiency tenure charge with the district Board of Education* are shown in the chart below:

Year A Rating	Year B (Consecutive) Rating	Action
Ineffective	Ineffective	The superintendent must file a charge of inefficiency
Partially Effective	Ineffective	The superintendent must file a charge of inefficiency
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the Superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	<i>*Same action as stated directly above</i>

*October 31 is the deadline for implementing a Corrective Action Plan (CAP) in 2022-23 for staff rated less than effective in the 2023-24 school year.

a. Timelines Between Observations:

- There will be a minimum of (2) weeks (10 school days) between the post-observation conference of (1) observation to the occurrence of a subsequent observation of the same staff member.

b. Conducting an Observation

- For specific directions on how to conduct an observation (including peer and self), as well as other iObservation functions such as saving/deleting a draft, viewing completed observations, previewing forms, sharing observations, etc., (Please see *Appendix A*).

c. Email Notification Preferences

- In order to receive email notifications when specific actions have been conducted in iObservation (observations, conferences, discussions, etc.), these email notification preferences must be indicated on the MY PROFILE page. (Please see *Appendix B* for the minimum recommended email notification preferences.)

d. Observation Procedure

- If a pre-observation is required, the observer will conduct a pre-observation conference with the staff member. The pre-observation conference can be conducted by written communication including electronic communication. *In lieu of this procedure, a teacher may request a face-to-face conference. (Please see *Appendix E* for pre-observation form)
- After an observer has observed a lesson and completed the initial draft of the observation form(s), the observer will “share” the saved draft with the staff member observed. Once this has occurred, the staff member will receive an email from iObservation notifying them that an item has been shared. The staff member may click the link embedded in the email to view the draft, or by logging into iObservation (Please see *Appendix A* for specific directions).
- The staff member will review the draft previous to the post-conference so that he/she is prepared to discuss the feedback, provide evidence (as necessary) and prepare their reflection on the activity. The non-classroom staff member will also prepare to discuss his/her progress on the current year’s school goals. Finally, the staff member may also prepare evidence for Domain 4, if applicable.
- The observer and the staff member will then participate in the post-observation conference to discuss the items noted above.
- The observer must input ratings for all domains in every observation, with the exception of the Professional Responsibilities Domain.
- Subsequent to the post-observation conference and after any/all changes have been made, the observer will ensure that all necessary information is included (such as summary of activity observed, time and date of applicable conferences, etc.). To do this the observer will:
 - Click on any element. Scroll to the bottom of the list of rated elements and click on OVERALL COMMENTS AND NOTIFICATIONS.
- The observer will then click the following NOTIFICATION:

☑ **Require STAFF MEMBER to acknowledge observation results**

- No changes to ratings or comments shall occur after the post conference unless both the evaluated and evaluator have discussed the additional changes.
- When the observation is complete, the observer will click FINISH. *Please note: the observer will be prompted to confirm that he/she wants to finish (or close and lock) the observation. Once confirmed, the observer can no longer edit the observation.*
- An email will be automatically sent from iObservation to the staff member notifying them that an observation requires their acknowledgment. The staff member may follow the link embedded in the email to access the observation or by logging into iObservation (Please see *Appendix A* for specific directions).
- The staff member has (10) working days to make any comments/rebuttals. (*see h. Staff Member Comments on Observation*) When the staff member has completed his/her comments, the staff member must click the box to note they have acknowledged the observation. A dialogue box will ask the staff member to confirm this action. Once confirmed, the observation will then be locked. The staff member may view the observation at any time but can no longer edit/input comments.
- Procedural concerns on the part of any staff member should be brought to the attention of the building ScIP.

e. Clicking “finish” in iObservation

- An observer does not click “Finish” until the observer and the staff member have completed the post-observation conference.

f. Staff Member Comments on an Observation

- There is one comment box for administrators and one for the staff member on the observation form. Staff members can make their comment(s) before checking the box indicating that they have reviewed (not necessarily agreed with) the observation.
- The staff member’s comments/objections shall be made within (10) working days following the conference.

g. Evaluation Forms

- **Formative observations** will be maintained electronically. Both administrators/supervisors and staff will use their personal credentials in the iObservation system to sign-off electronically. **Summative evaluations** will also be maintained and acknowledged electronically within five (5) working days of the review.

Evaluating Planning and Preparing To Provide Support, Supporting Student Achievement, Continuous Improvement of Professional Practice and Professional Responsibilities

- The observer must input ratings for every observation, with the exception of the Professional Responsibilities Domain.
- The Professional Responsibilities Self-Reflection forms can be utilized to obtain information regarding this domain. (*Please see Appendix C*).
- Multiple observers may contribute to the evaluation as applicable.
- The ratings for all Domains should be discussed at the time of the post-observation conference. Observers will request that staff members acknowledge each Domain subsequent to the post-observation conference.
- One post-observation conference may be combined with a staff member's annual summative conference as long as it occurs within the required (15) working days following the observation.

II. Requirements and Reminders for Evaluators

a. Instructional Rounds

- As the district implements the new Non-Classroom Staff Member evaluation instrument and as new observers are hired, multiple observers may observe a staff member for purposes of building the observers' familiarity with the instrument. This may or may not result in an observation document that counts towards the summative evaluation of a staff member. Should an official evaluation be conducted, the staff member will be notified at the beginning of the observation in the case of unannounced observations.

b. Co-Observations

- Co-observations may be conducted to support inter-rater reliability and the calibration of the Non-Classroom practice instrument. In these co-observations, both observers will observe the same staff member concurrently; however only **ONE** (1) observation document will be produced by the primary observer which will count toward the staff member's summative evaluation. A co-observation may not fulfill the requirement of multiple observers.
- A notation shall be included in the Domain and Notification Section of the observation report indicating that the observation was a co-observation and the name of the co-observer shall be included.

c. Observer Quality Assurance

- To support inter-rater reliability pursuant to ACHIEVENJ requirements, WTPS will continue to schedule Observer Quality Assurance Modules as needed throughout the year, as well as any professional development or coaching recommended by Learning Sciences International. Inter-rater reliability is critical to the success of the evaluation system and will be a priority throughout the implementation of the evaluation models.

III. Pre- and Post- Observation Conferences

a. Pre-Observation Conferences

- A pre-observation conference is not required for Non-Classroom Staff Members. Pre-Observation forms can be utilized through iObservation.

b. Post-Observation Conferences

- Every observation requires a post-observation conference at which time the observation is reviewed with the staff member. The post-observation conference must occur within fifteen (15) working days of the observation. The post-observation conference requires all non-tenured, tenured and CAP staff to be conducted face-to-face.
- For each observation, the observer will indicate the date and time that the **post-observation conference** was conducted.
- One post-observation conference may be combined with a staff member's annual summary conference as long as it occurs within the required (15) teacher working days following the observation. Post-Observation forms can be utilized through iObservation

c. Forms

- Post-Observation Conference forms can be utilized through iObservation.

IV. Summative Evaluation Configuration for Non-Classroom Evaluation Model

<i>Implementation Year</i>	Category I (Non-Tenured Staff Members in Year 1 or 2)	Category II (Non-Tenured Staff Members in Year 3 or 4)	Category III (Tenured Staff Members)
<i>Year 1</i>	55%	55%	55%
<i>Year 2</i>	55%	55%	55%
<i>Year 3</i>	65%	65%	65%
<i>Year 4</i>	65%	65%	65%
<i>Year 5</i>	65%	65%	65%
<i>Year 6</i>	65%	65%	65%
<i>Year 7</i>	65%	65%	65%
<i>Year 8</i>	N/A	N/A	N/A
<i>Year 9</i>	N/A	N/A	N/A

b. The conversion of Marzano’s 5 point scale to AchieveNJ’s 4 point scale:

<i>Conversion of 5 point scale to 4 point scale</i>			
<i>Highly Effective</i>	<i>Effective</i>	<i>Partially Effective</i>	<i>Ineffective</i>
4.0 – 3.5	3.49 – 2.65	2.64 – 1.85	1.84 – 1.0

V. Using the Non-Classroom Staff Learning Map

a. Intentional Planning

- Staff members are encouraged to use the Non-Classroom Learning Map and protocols to plan lessons, meetings, etc. so as to achieve the “desired effect.”

b. Desired Effect

- Staff members and observers must have a clear understanding of the “desired effect” for each dominant element being implemented/observed in an activity. Staff members should plan for the “monitoring of the majority,” and the adjustment of instruction/presentation/facilitation for the remaining participants to ensure that they too have reached the “desired effect” of the element. If teaching a lesson, non-classroom staff will also need to be able to discuss the number and/or percentage of students who met the objective/learning target.

c. Elements Evaluated

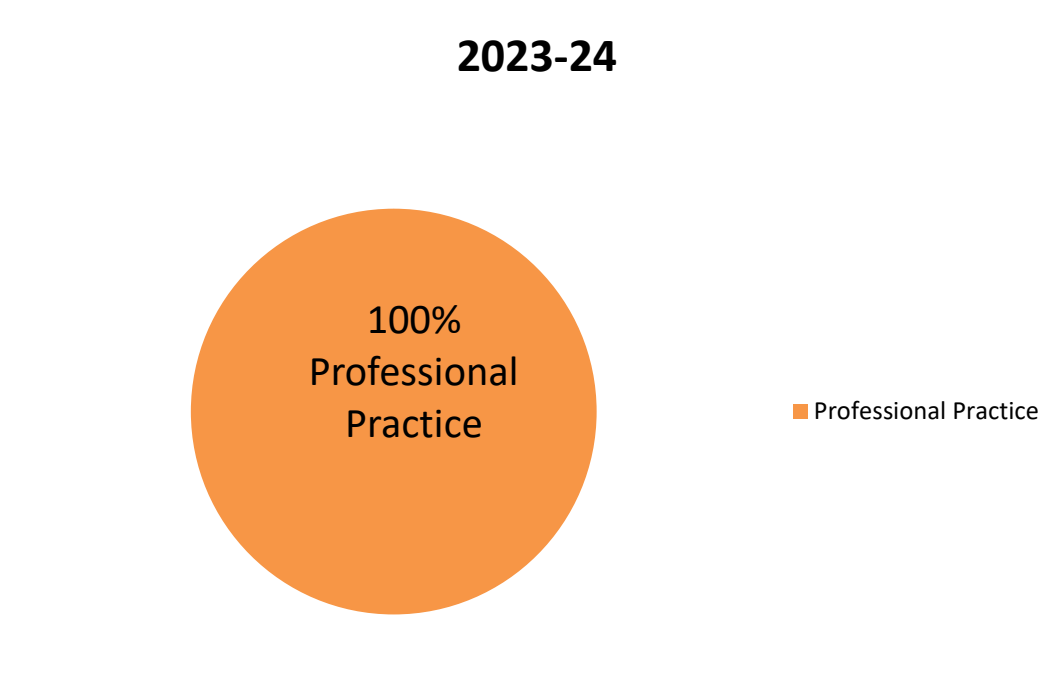
- Staff members will be evaluated on the elements observed; however, it is possible that a staff member may be evaluated on an element that was not observed if in fact, the circumstances of the activity required the use of a particular element.

VI. Goals / Work Plans

Each non-classroom staff member will align his or her work to the district/school goals. Non-classroom staff will be evaluated on the strategies that they use to implement their goals, not on the attainment of the goal itself.

Administrators/supervisors evaluating non-classroom staff discuss the staff member’s progress on his or her goals during the post-conference.

VII. Summative Evaluation Weights
a. Summative Weightings for Non-Classroom Staff



VIII. Student Growth Percentiles (SGPs)

Non-Classroom Staff do not receive a median student growth percentile (mSGP).

IX. School Improvement Panels (ScIPs)

a. Selection of ScIP Teacher Members

- The ScIP is comprised of the Principal, Vice Principal or Principal’s designee, and a teacher. The Principal may appoint additional members to the ScIP as long as the teacher(s) on the panel represents one-third (1/3) of its total membership. The teacher member shall be a person with a demonstrated record of success in the classroom.

b. Role of ScIP Teacher Members

- The ScIP teacher members will assist with the implementation of the staff evaluation model at the building level, overseeing the mentoring of new certificated staff members, and the identification of professional development opportunities for all certificated staff members based on the review of school-level data.

X. Growth Plans/PDP's (Professional Development Plans)

a. The Marzano Growth Module / Professional Development Plans

- We will continue to utilize the Professional Development Plan Templates that were developed in the Spring of 2018 and shared with staff.
- No fewer than two goals for PDP are required. Goals may be based on the development of professional practice, school and/or departmental initiatives, and/or derived from individual, collaborative team, school or school improvement goals.