

TEACHER OBSERVATION AND EVALUATION

The implementation of the evaluation process requires that the evaluator has a thorough understanding of the teaching and the learning process, exercises sound professional judgment, and devotes the required time to the task.

Effective evaluation also requires the use of clear and precise language and the mutual understanding of terms. To achieve maximum effectiveness, evaluation must be diagnostic and prescriptive in nature. Only then will the process bring about the identification of areas of strength and identify areas within the individual's performance requiring improvement. Improvement and continual growth are to be considered a basic expectation of teacher performance.

I. Terminology

A. Teacher

A member of the district's professional staff who holds a valid teaching certificate issued by the New Jersey State Board of Examiners.

B. Job Description

The written specifications of the function of the position, duties, and responsibilities. The staff member is evaluated on the basis of the job description and criteria as outlined in this policy.

C. Appropriately Certified Personnel

The personnel qualified to perform the duties associated with the supervision of instruction. Included in this category are the principal, the Chief School Administrator (CSA), and any other administrative staff possessing the necessary certification.

D. Student Growth Objective (SGO)

Annual, specific and measureable academic goals for groups of students that are locally developed and assessed. SGOs will be developed by the teacher and given final approval by the building principal.

E. Student Growth Percentile

The specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test score has changed relative to other students statewide with similar scores in previous years.

F. Formal Observations

An observation of a member of the teaching staff in his/her assigned work station by a certified person for the purpose of collecting data on the individual's performance. According to definitions provided by the New Jersey Department of Education, observations may be short or long in duration. A short observation is 20 minutes in duration. A long observation is 40 minutes or more in duration. Observations may either be announced to the teaching staff member in advance or unannounced. The observer is required to hold a post-observation conference with the individual to review the lesson, noting strengths as well as recommendations for improvement. The observer will provide the individual with a written review of the lesson and an opportunity to attach an addendum if so desired.

G. Informal Observation

An informal observation is any observation of a member of the teaching staff by a certified person that lasts less than the entire duration of a lesson or period and does not result in the creation of a formal observation report. The observer is not required to hold a follow-up conference to review the lesson with the individual nor to provide any written documentation. Walkthroughs may be as short as five minutes in duration and are categorized as informal observations.

In practice, the observer should share with the teacher those positive attributes that were observed either personally or in written form. If the supervisor observes actions that are negative, the supervisor should meet with the individual and must share these concerns and the recommendations for improvement with the individual in writing.

H. Formative Assessment

A formative written assessment is the written formal appraisal of a teacher's performance during a specific portion of the yearly evaluation cycle. The data gathered during formal observations, as well as any additional data gathered during informal observations and shared in writing with the teacher, will serve as the basis for the short term recommendations contained in the formative assessment. These recommendations will be designed to help the teacher improve

his/her performance. Recommendations must be shared in written form, must be stated in performance-objective terms, must include timelines, must include any resources that are required, and must clearly delineate the exact responsibilities of all parties.

I. Summative Evaluation

The annual summative evaluation is the annual written evaluation of the teacher's performance. This evaluation forms the basis for the decision whether or not to continue or to terminate employment, or to withhold an increment.

The annual summative evaluation will be based on the principal/supervisor's overall assessment of the teacher's performance as reflected in the year's formal classroom observations in each of the categories established and approved by the Long Hill Township Board of Education, the teacher's attendance record and the teacher's performance of other assigned duties. The purpose of the annual summative evaluation is to clearly identify for the teacher those areas of his/her performance that are noteworthy as well as those areas in which the person's performance requires improvement. Progress toward the achievement of the goals and objectives contained in the Professional Development Plan for the evaluation period will be clearly outlined as part of the annual summative evaluation.

In accordance with the provisions of the TEACHNJ Act, the annual summative evaluation of teaching staff members will include those components established by the New Jersey Department of Education including, but not limited to, the median Student Growth Percentile (for teachers in tested grades and subjects 4-8), results of attainment of Student Growth Objectives (for all teachers), and other measures as prescribed or permitted by the New Jersey Department of Education.

J. Professional Development Plan

The written recommendations contained in the annual summative evaluation and reflected in the year's formal classroom observations will form the basis for the teacher's P.D.P. for the following evaluation period. The recommendations contained in the P.D.P. must be stated in performance/outcome terms, must include timelines, must identify any required resources, as well as the exact responsibilities of all parties. The Professional Development Plan should be completed by June 30th for the following school year for returning teachers and no later than September 30th of the school year for newly hired teachers.

II. Implementation

- A. A copy of this policy, the evaluation criteria, the method of and forms for data collection and the reporting procedures shall be provided to all staff members yearly.
- B. The implementation and application of this policy shall be in compliance with all statutes, and with the contract between the Board and the Long Hill Education Association.
- C. All tenured and non-tenured staff members shall be formally observed not less than three times during a school year. A conference will be held within ten school days of each formal observation.
- D. Additional formal observations and/or interim formative assessments may be conducted by the immediate supervisor and other appropriately certified personnel including the CSA.
- E. Staff members shall be provided with a written report within ten school days following each formal observation. The observation report shall include interim formative assessment, ratings on the evaluation criteria, recommendations for improvement, and shall be reflected in the yearly summative evaluation and Professional Development Plan.
- F. Staff members shall have the opportunity to discuss the contents of each report with the observer and to file an addendum to the report(s). The discussion shall take place before the finalization of each observation report. Any addendum materials must be submitted no later than 10 days following the post observation conference.
- G. A signed copy of each report will be given to the teacher and an additional signed copy will be placed in the teacher's personnel file. The teacher's signature indicates that the teacher has had an opportunity to discuss the contents of the report with the principal/supervisor.

III. Time Schedule

- A. By September 15 of each school year each principal:
 - 1. Shall review the policy and the Criteria for Assessing Teacher Performance at a faculty meeting.

2. Shall meet with each staff member and review the job description, those portions of the Criteria for Assessing Teacher Performance the principal or the teacher wishes to emphasize, the teacher’s Professional Development Plan (P.D.P) including indicators of student growth and achievement reflected in the P.D.P. and any aspects of the P.D.P. that require modification as a result of changing circumstances.
- B. Formal observations will not begin before **September 20th**.
 - C. Informal and walkthrough observations may be conducted at any time.
 - D. Observations and evaluations will reflect ratings of teacher practice on a four point rating scale. Ratings will be highly effective, effective, partially effective and ineffective (or other rating categories as specified by the New Jersey Department of Education.)
 - E. Teachers receiving an annual summative rating of ineffective or partially effective will require a Corrective Action Plan for the following school year. This plan will be developed collaboratively by the teacher and the building principal. The final determination of the plan components and target objectives will be made by the building principal.
 - F. The minimum number of formal observations is shown in the table below. A short observation must be a minimum of 20 minutes in duration. A long observation must be a minimum of 40 minutes in duration.

Teacher Categories		Minimum Number of Observations Required	Multiple Observers
Nontenured	Years 1 and 2	3 (2 long, 1 short)	Required
Nontenured	Years 3 and 4	3 (1 long, 2 short)	Required
Tenured	Effective Highly Effective	3 (0 long, 3 short)	Recommended
Corrective Action Plan	Ineffective Partially Effective	One additional observation required beyond prescribed number for teacher’s category	Required

- G. Coaches and advisors will be evaluated by the building principal, in consultation with the athletic director, as appropriate. Copies of these evaluations will be sent to the CSA for review at least one week in advance of the issuance of a payroll voucher for payment of services.

IV. Employment Recommendation Guides

- A. If a teacher is found to have correctable shortcomings in any of the four domains of planning and preparation, the classroom environment, instruction or professional responsibilities at the end of the first or second year, that teacher may be recommended for a subsequent contract. The areas requiring improvement must be carefully documented and addressed in the employee's Professional Development Plan (PDP).
- B. If, by December 15 of the teacher's third year of employment, the primary evaluator's formal observations and formative assessment continue to reflect the fact that the weaknesses identified during the first two years are still in need of substantial improvement, or additional weaknesses are identified, that teacher shall not be recommended for a fourth contract.
- C. No teacher shall be offered a fifth year/tenure contract unless that teacher demonstrates effective or highly effective performance in all four domains of the Charlotte Danielson Framework for Teaching in the third and fourth year of non-tenured status.
- D. The official instruments and forms to be used for all aspects of the evaluation process and policy will be developed by the CSA and approved by the Board.
- E. A tenured teacher whose performance is rated as ineffective or partially effective will be notified in writing by his/her principal in accordance with statute, with Board policy and the prevailing Long Hill Education Association contract. The teacher's P.D.P., developed with input from the teacher and the supervisor, will carefully address those areas in need of improvement. Recommendations must be stated in performance/outcome terms, must include timelines, must include any resources that are required, as well as the exact responsibilities of all parties. The CSA will review the P.D.P.
- F. Two years of ineffective or partially effective annual ratings will require the Board of Education to initiate the process of filing tenure charges.

- V. Process
 - A. The annual summative evaluations will be kept on file in the personnel folders housed in the principal's office and in the CSA's office.
 - B. The principal shall notify the CSA in writing by January 15 of any tenured teachers whose performance is ineffective or partially effective and who may be recommended for disciplinary action and of any non-tenured teachers whose performance may not warrant reemployment.
 - C. The CSA shall notify a teacher of any disciplinary action in writing and according to contractual agreements and New Jersey statutes.
 - D. The CSA will make available copies of the pertinent annual summative evaluations to the Board of Education for review in connection with personnel recommendations, as needed. Evaluations will be reviewed by the Board at the April worksession, and any action will be taken prior to the statutory deadline for notification to teachers of reappointment or nonrenewal. The employee shall be provided with the required Rice notification. This discussion shall take place in private session unless the employee elects to have the discussion take place in public session.
 - E. Evaluation data will be submitted to the New Jersey Department of Education, through NJSMART or any other data collection process specified by the state, as required by state statute and New Jersey Administrative Code.
- VI. Criteria for Assessing Teacher Performance will be based on Charlotte Danielson's Framework for Teaching and may include any or all of the the following components:
 - A. Domain 1 – Planning and Preparation
 - 1a. Demonstrating Knowledge of Content and Pedagogy
 - 1b. Demonstrating Knowledge of Students
 - 1c. Setting Instructional Outcomes
 - 1d. Demonstrating Knowledge of Resources
 - 1e. Designing Coherent Instruction
 - 1f. Designing Student Assessments

B. Domain 2 – The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

C. Domain 3 – Instruction

- 3a. Communicating with Students
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction
- 3e. Demonstrating Flexibility and Responsiveness

D. Domain 4 – Professional Responsibilities

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Replaces previous guidelines approved November 23, 1998, December 21, 1998 and September 13, 2010

First reading: April 8, 2013

Second reading: April 22, 2013

Legal References:

<u>N.J.S.A.</u> 18A:4-15	General rule-making power
<u>N.J.S.A.</u> 18A:4-16	Incidental powers conferred
<u>N.J.S.A.</u> 18A:6-10 <u>et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.S.A.</u> 18A:27-3.1 through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose

N.J.S.A. 18A:27-10 et seq.

Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31

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N.J.S.A. 18A:28-5

Tenure of teaching staff members

N.J.S.A. 18A:29-14

Withholding increments; causes; notice of appeals

N.J.A.C. 6:30-2.1(a)8

Purpose and program descriptions

N.J.A.C. 6A:9-15.1et seq.

Required Professional Development for Teachers

N.J.A.C. 6A:32-4.1(e)

Employment of teaching staff

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

Educator Effectiveness Evaluation System Requirements

Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992),
aff'g 259 N.J. Super. 397 (App. Div. 1991)

Possible Cross References:

- 2130 Job Descriptions and Evaluation of Staff
- *2131 Chief school administrator
- *4115 Supervision
- *4117.41 Nonrenewal
- *4131/4131.1 Staff development; inservice education/visitations/conferences