



PPS Teacher Evaluation Overview 2016-2017

Informal Classroom Observations

The informal observations or walk-throughs entered into Google and/or weLearn serve as evidence that may be used as a part of the summative End of the Year Evaluations. All of the components and domains are eligible to be observed in the informal process. No ratings recorded in an informal observation will be calculated as a part of the final evaluation.

Formal Classroom Observations (Formative)

Classroom observations can be conducted by all certified administrators. Principals and Assistant Principals will conduct informal and formal observations, and summative evaluations. All certified supervisors will work in a coordinated effort to visit schools and complete formal classroom observations.

A. Types of Observations

1. Announced
 - a. Includes a Pre-Observation Conference (see below)
 - b. Provides a specific date of observation
 - c. Includes Post-Observation Conference
 - d. Minimum of 20 minutes per Observation
2. Unannounced
 - a. Includes Post-Observation Conference
 - b. Minimum of 20 minutes per Observation
3. There is no limit on the number of observations a teacher may have throughout the year; the minimum evaluations as required by the NJDOE are as follows:
 - a. Tenured Teachers: 2
 - b. Tenured Teachers with a CAP: 3
 - c. Non-Tenured Teachers: 3
 - d. Non-Tenured Teachers with a CAP: 4
4. Teachers identified as “Highly Effective” will be eligible to participate in a portfolio process for evaluation. Such a portfolio includes:
 - a. 1 Announced Observation (see above)
 - b. Portfolio Observation
 - i. Planning Pre-Conference
 - ii. Video Reflection
 - iii. Post Conference

B. Pre-Conference Recommendations and Best Practices

1. The pre-observation conference should occur within seven teaching-member working days prior to the observation, not including the day of the observation. The administrator is strongly encouraged to be as specific as possible as to the date and time of the observation.
2. The pre-observation question form should be filled out prior to the scheduled pre-observation conference. It is strongly encouraged that teachers be allowed a minimum of 48 hours to prepare for the conference.
3. The teacher is expected to discuss his/her responses to the pre-observation questions and present their lesson plan at the pre-observation conference. Notes from the pre-observation conference relevant to Domain 1, or other components of the Framework for Teaching, are evidence for the observation report.
4. All notes from the Pre-Observation may be entered as evidence in the weLearn evaluation system.

C. Classroom Observation

1. The evidence dictates the components that are assigned performance levels. There is no requirement that evidence be noted for every component. When the evidence is not appropriate to a component, the evaluator should select N/A for that component.
2. Evidence should be provided for each scored component. The evidence should have a clear link to the component. As a best practice, the teacher should receive feedback, in addition to the evidence, relating to the evidence collected and the practice observed.
3. The Framework for Teaching suggests, that where possible, evidence should refer to student statements, actions, and behaviors.
4. Where an insufficient sample of evidence is collected for a component, the evaluator may choose an "N/A", indicated that it was not observed, so that the component is not scored.

D. Measured Components

Each formal classroom observation must include the domain/components noted below.

The required components include:

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent Instruction
- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 3b: Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching

As a best practice, teachers should receive formal feedback in each of the components at least once during the school year, based on the evidence collected. The components not listed should be evaluated at some point in the school year based on the evidence collected.

Such feedback and evidence may be shared as a part of the summative evaluation, and may not be a part of the individual classroom observation. Components that have not been assigned a performance level must be marked as “N/A”.

E. Post-Observation Conference

1. The post-observation conference should be conducted on a timely basis. Best practice shows the most impactful feedback occurs as soon as possible.
 - a. If a post-conference is canceled by the teacher, the teacher must suggest another time within 15 days of the observation, as mandated by NJDOE.
 - b. A post-observation conference may be combined with the annual summary conference.
2. The post-observation reflection must be completed and submitted by the teacher prior to the conference. As a best practice, a teacher is strongly encouraged to complete the reflection as soon as possible after the lesson observed.
 - a. The responses to the reflection questions and discussion in the post conference may be included in the evaluation as evidence to appropriate components.
3. Teachers may upload artifacts prior to the post-observation conference.
4. Evidence relating to the observation should be shared at least 24 hours prior to observation. **If the ratings are not shared prior to the beginning of the post-observation conference, ratings must be shared prior to the conclusion of the post-observation conference.**
5. The observer should review all components where there is sufficient evidence for a performance level to be assigned, discussing the performance level with the teacher and asking the teacher to review their evaluation of the evidence against the performance indicators and corresponding rubrics.
6. Revisions to the content of the observation and the scores may occur at any time prior to the final submission of the observation, at the discretion of the observer.
7. The teacher has the right to request a follow-up meeting prior to acknowledging the evaluation.
8. No revisions may be made to the document after the teacher has acknowledged the evaluation and the evaluation is locked.
9. Teacher acknowledgement does not mean agreement. Teachers are encouraged to submit their rebuttals in the “Comments” section of the acknowledgement. In addition, teacher may submit written objection(s) within 10 working days of the conference. A hard copy must be submitted to Human Resources for inclusion in the personnel file.

F. TIPS & CAPs

1. Teacher Improvement Plan (TIP)
 - a. Developed at the school-level as a means of supporting teachers in any component, regardless of the rating assigned. It can be used for any formative communication, and is primarily designed to function as a coaching document for reflective dialogue around instructional growth.
 - b. It is not limited to components with performance levels rated as ineffective or partially effective. It may be developed for improvement in any component, regardless of the rating assigned to the component(s).

- c. Developed by, or in partnership with, school-level leadership.
 - d. May be used as evidence toward the summative evaluation.
 - e. May be a part of the Professional Development Plan (PDP) process, does not replace the PDP.
2. Corrective Action Plan (CAP)
- a. Developed after the Annual Summary Conference
 - i. For teachers that receive a rating of “Ineffective” or “Partially Effective” as identified below.
 - b. Corrective Action Plan Conference
 - i. Should be conducted at the end of the year, before October 31st, or within 15 days of the district’s receipt of the final summative teacher rating.
 - c. Replaces the Professional Development Plan (PDP) described below.
 - d. Requires an additional formal observation. As a best practice, this should be a long (40 minutes) observation.

Annual Summary Conference (Summative)

All teaching staff members must participate in a conference with the school leader/ administrator to review evaluation results. This conference must be done prior to the end of the school year.

A. Calculating the Final Evaluation Score

1. The final calculation of a teacher’s summative score will be an average of the total ratings received for the year. The performance level will be determined based on the Department of Education’s Summative Rating Scale as follows:
 - a. 1.0- 1.84: Ineffective
 - b. 1.85- 2.64: Partially Ineffective
 - c. 2.65- 3.49: Effective
 - d. 3.50-4.00: Highly Effective

Evaluation Weights	Type	2015-16	2016-2017
Student Growth Percentile (SGP) Teachers	SGP:	10%	30%
	SGO:	20%	15%
	Teacher Practice:	70%	55%
Non-SGP Teachers	SGO:	20%	15%
	Teacher Practice:	80%	85%
SGP Principal/Asst. Principals Evaluation Weights	SGP Average:	10%	30%
	Administrator Goals:	30%	10%
	SGO Average:	10%	10%
	Evaluation Leadership:	20%	--
	Principal Practice:	30%	50%
Non-SGP Principal/AP/VP Evaluation Weights	Administrator Goals:	40%	40%
	SGO Average:	10%	10%
	Evaluation Leadership:	20%	--
	Principal Practice:	30%	50%

B. Written Performance Report

1. All of the components rated during the course of the year must be addressed by the summary conference. They will be based on a full year of evidence gathering via informal observations, walk-throughs, pre-and post-observation conferences, and teacher portfolios.

C. Professional Development Plans (PDP)

1. All teachers receive a summative evaluation and conference. The summary conference should produce the summative evaluation lead to the development of the Professional Development Plan (PDP).
2. All PDPs must be created by the end of the school year.
3. PDPs can be revised, but must be in place by 10/31.
4. PDPs for teachers that receive mSGPs, must be revised and in place 15 days after the final summative conference.