TEACHNJ Regulation Proposals:
Building an Effective Evaluation System for Teachers and Principals

March 6, 2013
I. Describe the purpose of today’s proposed TEACHNJ regulations.

II. Introduce new terms and concepts in Chapter 10
    Share key elements of regulations:
    • Teacher Evaluation Overview
    • Principal Evaluation Overview
    • Other TEACHNJ Requirements

III. Introduce amendments to Chapter 3 to align with TEACHNJ.
• Educator quality is the most influential in-school factor for student learning.

• Improving student achievement is the most important goal of all schools, and we must align our policies with that priority.

• This evaluation system is meant to help teachers and leaders continuously improve their practice.

• This represents an important cultural shift, allowing schools to better prioritize student and educator growth in decision making.
Context: More than three years of evaluation progress

- 2010: EPAC, Pilot 1 launched
- 2011: TEACHNJ Act passed
- 2011: Pilot 2 selected
- 2012: 1st round of evaluation regulations proposed
- 2013: 2nd round of evaluation regulations proposed

- 2010: $38 million Race to the Top award for NJ
- 2010: Educator Effectiveness Task Force formed
- 2011: Task Force releases recommendations
- 2012: EPAC and external Rutgers reports issued
## Historic tenure legislation: TEACHNJ Act

- Unanimous approval of the State Legislature
- Governor Christie signed bill into law on August 6, 2012

### Support

- Required training on the evaluation system
- Targeted feedback to drive professional development
- School Improvement Panel conducts evaluations, leads mentoring, and identifies professional development opportunities
- Corrective Action Plan for Ineffective/Partially Effective rating

### Evaluation

- Implementation in 2013-2014
- Four levels of summative ratings
- Educator practice instruments used for multiple observations
- Multiple objective measures of student learning for teachers, principals, VPs/APs

### Tenure

- Teachers earn tenure after 4 years based on effectiveness
- Effective ratings required to maintain tenure
- Dismissal decisions decided by arbitrators
Context: What’s the same?

- **Annual evaluation** of all teaching staff members
- Superintendent develops evaluation policies; gets district **board approval**
- Annual **summary conferences**
- Annual **performance report**
- Individualized **professional development planning**
- **Three observations** with post-observation conferences for all **nontenured teaching** staff members by April 30 of each year
- **Mentoring** for novice teachers
### Application of TEACHNJ

<table>
<thead>
<tr>
<th>Role</th>
<th>4-yr Timeline for Earning Tenure*</th>
<th>Earning Tenure Linked to Evaluation Rating*</th>
<th>Rubric must have 4 Rating Categories**</th>
<th>Automatic Trigger for Tenure Charges***</th>
<th>ScIP conducts evaluation</th>
<th>Individual PD Plan</th>
<th>CAP</th>
<th>Streamlined Arbitration Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher (holding and working under instructional certificate)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Principal, VP/AP (holding position &amp; has administrative certificate)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Director, Supervisor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>School Nurse, Athletic Trainer</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Counselor, Therapist</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Secretarial &amp; Custodial Staff</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teacher at State Institution/Katzenbach</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

- TEACHNJ places a **special focus on teachers, principals, assistant/vice principals**.
- Districts will have **considerable discretion** over methods of evaluating teaching staff members (highlighted in gray) compared to the more specific requirements for teachers/principals/APs/VPs.

*If board-approved after 8/6/12  ** Highly Effective, Effective, Partially Effective, Ineffective  *** i.e. after 2 ineffective ratings
## Context: DOE commitment to communication and support

<table>
<thead>
<tr>
<th>Support</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Informational Materials and Sample Forms** | • Informational guide and presentation  
• Overviews of new measures  
• Summative evaluation forms  
• Goal-setting forms  
• Sample templates  
• Evaluation leadership rubric |
| **Presentations and Training**               | • 8 regional presentations  
• School visits  
• Implementation managers  
• Superintendent /Curriculum Directors roundtables  
• Stakeholder conferences |
| **Guidebooks**                               | • Goal-setting methodology and examples  
• Principal evaluation  
• Teacher evaluation |
| **On-Going Communication**                   | • Redesigned website: [www.nj.gov/education/achievenj](http://www.nj.gov/education/achievenj)  
• Phone support: (609) 777-3788  
• Email support: [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us)  
• Regular communication to school leaders and teachers |
I. Describe the purpose of today’s proposed TEACHNJ regulations.

II. Introduce new terms and concepts in Chapter 10
   Share key elements of regulations:
   • Teacher Evaluation Overview
   • Principal Evaluation Overview
   • Other TEACHNJ Requirements

III. Introduce amendments to Chapter 3 to align with TEACHNJ.
The **TEACHNJ Act requires** evaluations to include **multiple measures** of student progress and multiple data sources.

**New teacher evaluation systems will include** the following components:

1. **Teacher Practice**
   - Performance on a teacher practice instrument, driven primarily through observation

2. **Stu. Growth Percentile**
   - State-calculated score that measures individual teacher’s ability to drive growth on NJ ASK

3. **Stu. Growth Objective**
   - Locally-calculated score that measures an individual teacher’s impact on stu. achievement

4. **Summative Rating**
   - Overall eval. score that combines the multiple measures of practice and student progress

_N.J.A.C. 6A:10-4.1_
Teacher Evaluation: *Introduction to Teacher Practice*

**Teacher Practice Instruments**

- **Danielson 2011**: 42%
- **Danielson 2007**: 16%
- **Stronge**: 3%
- **McREL**: 11%
- **Marzano**: 9%
- **Marshall**: 9%
- **Rhode Island Model**: 7%
- **Instruments used in < 5 districts**: 1%
- **District-developed models**: 2%

**Teacher Practice** + **Student Growth Percentile** + **Student Growth Objective** = **Sum. Rating**

*N.J.A.C. 6A:10-6*
# Teacher Evaluation: Teacher Practice Protocols

- **Long:** 40 minutes, with post-conference
- **Short:** 20 minutes, with post-conference

<table>
<thead>
<tr>
<th>Teacher Categories</th>
<th>Minimum # of Observations Required</th>
<th>Multiple Observers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nontenured</td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>Years 1–2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2 long, 1 short)</td>
<td></td>
</tr>
<tr>
<td>Years 3–4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 long, 2 short)</td>
<td></td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td>Recommended</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Highly Effective</td>
<td>(0 long, 3 short)</td>
<td></td>
</tr>
<tr>
<td>Corrective Action Plan</td>
<td>+1</td>
<td>Required</td>
</tr>
<tr>
<td></td>
<td>(length at district discretion)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Long observations for non-tenured teachers must have a pre-conference. Long observations, beyond the minimum requirements, do not require pre-conferences.
- Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.
Teacher Evaluation: Training and reliability provisions

• All teaching staff members being evaluated must be trained on evaluation rubric.

• Before observing for the purpose of evaluation, all observers must be trained on the instrument.

• All observers must participate in 2 “co-observations” (i.e. double-scored observations).

• All evaluators must participate in yearly “refresher” training.

• CSA/Superintendent will certify every year that observers for the purpose of evaluation have been trained.

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A:10-2.2
All students can show growth.

- Student Growth Percentiles (SGP) measure how much a student has learned from one year to the next compared to peers with similar academic history from across the state.

- Students scored on a scale from 1 – 99.

- Growth baseline established by student’s prior learning as measured by all of student’s NJ ASK results.
Teacher Evaluation: Median Student Growth Percentile

- Teachers of at least one **4th-8th grade math** and/or **English/language arts** (ELA) class (15%-20% of New Jersey teachers). *More teachers will be included with PARCC assessments.*

<table>
<thead>
<tr>
<th>NJ Teachers with Median Student Growth Percentiles (mSGPs)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4–8 ELA and Math</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grades 9–11 ELA and Math</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grades Pre-K–3 (All)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Grades 4 –12 Non- ELA, Non-Math</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>All Electives (e.g., economics, psychology, art, music, etc.)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

- Teacher must have at least **20 SGP scores**.
- Students must be enrolled in class **60%** of time before test.
All teachers will set Student Growth Objectives (SGOs):

- SGOs are annual, specific, and measurable academic goals based on growth and achievement for groups of students.
- Establishing an SGO is a collaborative process between teacher and supervisor with the principal having final decision.
- SGOs may be based on appropriate national, state, or LEA-developed assessments, including rubric-measured portfolios.
- Teachers with an SGP score will set a minimum of 1 SGO.
- Teachers without an SGP score will set 2 SGOs.
# Teacher Evaluation: Student Growth Objectives

**Sample SGOs**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
<th>For teacher to earn a rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level 4</td>
</tr>
<tr>
<td><strong>Second Grade Lang. Arts</strong></td>
<td>The Text Reading and Comprehension (TRC) assessment</td>
<td>90% of students increase at least 1 proficiency level</td>
</tr>
<tr>
<td><strong>Eighth Grade Visual Arts</strong></td>
<td>Portfolio score using a district-created rubric assessing students’ ability to draw from direct observation</td>
<td>90% of students increase at least 1 proficiency level</td>
</tr>
</tbody>
</table>
Teacher Evaluation: Weighting of Components (Tested)

Tested Grades and Subjects (Currently grades 4-8, math and ELA): 50% from teacher practice and 50% from student achievement measures

2013–14
- 50% Student Achievement
- 35% Teacher Practice
- 15% Student Growth Objectives
- 50% Student Growth Percentile

Future Target*
- 50% Student Achievement
- 35% Student Growth Objectives
- 5% Other (Surveys, Portfolios, e.g.)
- 10% Schoolwide/Cohort Measure
- 10% Student Growth Percentile
- 40% Teacher Practice

* The Department will look to incorporate other measures where possible and percentages will change as system evolves.

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A:10-4.1
Teacher Evaluation: Weighting of Components (NTGS)

Teacher in Non-Tested Grades and Subjects: Weights will be phased in over time to move towards 50% teacher practice and 50% student achievement

2013–14

- 85% Teacher Practice
- 15% Student Growth Objectives
- 15% Student Achievement

Future Target*

- 50% Student Achievement
- 50% Teacher Practice
- 40% Other (Surveys, Portfolios, e.g.)
- 10% Student Growth Objectives
- 5% Schoolwide/Cohort Measure

*The Department will look to incorporate other measures where possible and percentages will change as system evolves.

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A:10-4.1
# Teacher Evaluation: Summative Ratings

<table>
<thead>
<tr>
<th>Component</th>
<th>Raw Score</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Practice Eval. Instrument</td>
<td>3.0</td>
<td>X 50%</td>
<td>1.5</td>
</tr>
<tr>
<td>Student Growth Percentile</td>
<td>2.0</td>
<td>X 35%</td>
<td>.70</td>
</tr>
<tr>
<td>Student Growth Objective</td>
<td>3.5</td>
<td>X 15%</td>
<td>.525</td>
</tr>
<tr>
<td>Sum of the Weighted Scores</td>
<td></td>
<td></td>
<td>2.725</td>
</tr>
</tbody>
</table>

This is a sample scale. The NJDOE will determine the actual scale prior to September 2013.
Teacher Evaluation: Summative Rating Timeline

- At summative conference, all available component scores (i.e. teacher practice, SGO results) will be discussed.
- SGP data will be available on the following timeline.

**June**
Annual summary conference includes:
Available component measures.

**October**
Department collects all other component measures for teachers with SGP.

**November/December**
NJASK scores released.
Department calculates SGP data and sends to districts the SGP and summative ratings of each teacher with a SGP score.

**January**
Summative rating added to personnel file.

Teacher Practice + Student Growth Percentile + Student Growth Objective = Sum. Rating

N.J.A.C. 6A: 10-2.4
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III. Introduce amendments to Chapter 3 to align with TEACHNJ.
Principal Evaluation: Introduction

• New principal evaluation systems will include the following components:

  Principal Practice
  Performance on a principal practice evaluation instrument

  Eval. Leadership
  Outputs that define how well a principal is leading imp. of the eval. system

  School SGP
  State-calc. score that measures a principal’s ability to drive growth in ELA and math

  Average SGO
  Locally-calc. score that aggregates the perf. of all teachers in a school on SGOs

  Admin. Goals
  Locally-calc. score that measures a principal’s impact on stu. achievement

  Summative Rating
  Overall eval. score that combines the multiple measures of practice & outcomes

Inputs

Student/Teacher Outcomes

N.J.A.C. 6A:10-5.1
Principal Evaluation: Principal Practice Component

- 2 observations for tenured principals, 3 for non-tenured.
- Observations may be completed using a variety of information sources.
- Observations conducted with lens of principal practice instrument, which is locally-adopted.

Options may include:
- School walkthrough
- Case studies
- Observation of staff meeting, school assembly
- Parent conference observation
- Teacher conference observation
Principals will be rated using a state rubric on their performance in leading the new evaluation system at the school level.

**Domain 1: Building knowledge and collaboration**
1. Component 1a: Preparing teachers for success
2. Component 1b: Building collaboration

**Domain 2: Executing the evaluation system successfully**
1. Component 2a: Fulfilling requirements of the evaluation system
2. Component 2b: Providing feedback, coaching, and planning for growth
3. Component 2c: Ensuring reliable, valid observation results
4. Component 2d: Ensuring high-quality Student Growth Objectives (SGOs)
Principal Evaluation: SGP and SGO Components

School SGP

• **Principals** whose students have SGPs **will receive the average school-wide SGP score.**

• **Principals will be placed in 3 categories:** Multi-Grade SGP Principal, Non-SGP Principal, Single-Grade SGP Principal. Component weighting will differ across categories.

SGO Average

• Principals will be rated on **their teachers’ success in achieving student growth objectives** (SGOs) each year through an average of their teachers’ scores.
Administrator goals are annual, specific, and measureable academic goals based on growth and achievement for groups of students set by principals and approved by their CSA/Superintendent. This parallels teachers’ SGO process.

Some Possible Administrator Goal Examples:
- Advanced Placement scores
- SAT, ACT scores
- Graduation rates (in schools with under 80%)
- College acceptance rates
- NJ ASK scores
- HSPA scores
- Nationally norm-referenced tests
## Principal Evaluation: Weighting of Components

<table>
<thead>
<tr>
<th>Components</th>
<th>Multi-Grade SGP Schools</th>
<th>Non-SGP Schools</th>
<th>Single Grade SGP Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Practice Instrument</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Evaluation Leadership</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>SGO Average</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>School SGP</td>
<td>30%</td>
<td>0%</td>
<td>20%</td>
</tr>
<tr>
<td>Principal Goals</td>
<td>10%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Inputs**

- Principal Practice Instrument
- Evaluation Leadership
- SGO Average
- School SGP
- Principal Goals

**Student/Teacher Outcomes**

- Principal Practice
- Eval. Leadership
- School SGP
- SGO Average
- Admin. Goals

**Sum. Rating**

N.J.A.C. 6A:10-5.1
Principal Evaluation: Weighing of Components

<table>
<thead>
<tr>
<th>Weighting for Each Principal Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Grade SGP Principals</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>30%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>30%</td>
</tr>
</tbody>
</table>

**KEY**

- **Inputs**: 50% Observation Rubric, 50% Evaluation Leadership
- **Student/Teacher Outcomes**: 50% SGP, 50% Admin. Goals, SGO Avg.

**N.J.A.C. 6A:10-5.1**
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III. Introduce amendments to Chapter 3 to align with TEACHNJ.
# School Improvement Panel: Teacher Member

## Composition and Selection

<table>
<thead>
<tr>
<th>TEACHNJ</th>
<th>Details in Proposed Code (N.J.A.C. 6A:10-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will be composed of principal, AP/VP, and teacher that is approved in collaboration with the majority representative.</td>
<td>Principal chooses all members and may appoint additional members as long as all members meet criteria in TEACHNJ &amp; the teacher(s) on panel represent at least 1/3 total membership.</td>
</tr>
<tr>
<td>Person with a demonstrated record of success in the classroom.</td>
<td>Beginning in academic year 2015-16, this means a rating of effective or highly effective in the most recent available summative rating.</td>
</tr>
<tr>
<td>Chosen in consultation with majority representative.</td>
<td>Majority representative submits list of nominees; principal is not bound by list and teacher serves full year.</td>
</tr>
</tbody>
</table>

N.J.A.C. 6A:10-3.1
### School Improvement Panel: Teacher Member

**Is teacher allowed to perform observations?**

<table>
<thead>
<tr>
<th>TEACHNJ</th>
<th>Details in Proposed Code (N.J.A.C. 6A:10-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have agreement of majority representative to evaluate other teachers.</td>
<td>Agreement of majority representative and principal approval to conduct observations for the purpose of evaluation.</td>
</tr>
<tr>
<td>Evaluations include observations conducted by an individual possessing a school administrator or supervisory certificate.</td>
<td>Teachers conducting observations for the purpose of evaluation must have a supervisory certificate and cannot also be a mentor.</td>
</tr>
</tbody>
</table>

*N.J.A.C. 6A:10-3.2*
Corrective Action Plan

10-2.5 Corrective Action Plan for all teaching staff

**June - December:** SGP teachers earning low ratings on practice inputs placed on CAP. SGP added to performance report when available.

**May-September:** Non-SGP teachers, CAP is developed by September 15.

**February 15:** Extra observation done if CAP was created at beginning of school year.

**Content:**
- Needs, goals, and timeline
- Responsibilities
- Replaces individual PD plan but not required PD identified by supervisor

**Monitoring Progress:**
- Discussed and documented
- Evidence of progress does not guarantee a better rating
- Mid-year evaluation: additional observation and conference
- Multiple observers

*N.J.A.C. 6A:10-2.5*
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## Tenure Charges: Key Changes for TEACHNJ Alignment

| N.J.A.C. 6A:3-5.1 | • Reflects elimination of 90-day improvement period.  
|                  | • Exception for inefficiency charge now only applies to teacher, principal, AP, and VP. |
| N.J.A.C. 6A:3-5.3 | • Time period for filing answer to inefficiency charges is 10 days.  
|                  | • Reflects new requirement for arbitrator. |
| N.J.A.C. 6A:3-5.5 | • Signals the different timeline for inefficiency charges.  
|                  | • Commissioner may no longer retain case for hearing. |
| N.J.A.C. 6A:3-5.6 | • Reflects requirement for a withdrawal or settlement to be approved by arbitrator not ALJ or Commissioner. |