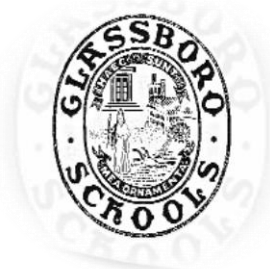


Glassboro Public Schools

Achieve NJ: Building an Effective Evaluation System for Teachers and Administrators

Danielle Sochor



Excellent Educators of New Jersey (EE4NJ)

On August 6, 2012, Governor Chris Christie signed the Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act, P.L. 2012, c. 26, into law which significantly alters the current tenure systems and reflects an aggressive step towards tenure reform.

TEACHNJ Act, mandates a new evaluation system based on multiple measures of student learning, data, and teacher practice be implemented statewide during the 2013-2014 school year.

Tenure Eligibility: There is no change in the tenure accrual process for teaching staff members employed prior to August 6, 2012. The tenure accrual process for all staff commencing employment on or after the August 6, 2012 is after **four consecutive calendar years**.



Race To The Top Grant

- **Secured the grant in 2012 in the amount of 43,000**
- **The RTTT3 funding provided the funds to purchase the Danielson Evaluation System through Teachscape.**
- **Conduct several training workshops with Danielson consultants for our administrators and our teachers .**
- **Seven hour certification class for administrators**
- **Purchase the administrator user license to provide administrators with access to the Danielson on-line support and training and the Data Collection Tool licenses to be used in the evaluation process.**

Evaluation Requirements for 2013-2014

Requirement	Deadline	Glassboro
Form District Evaluation Advisory Committee	October 31, 2012	September 2012
Adopt educator evaluation rubrics that include state-approved teacher and principal practice evaluation instruments	December 31, 2012	November 2012
Begin to test and refine evaluation rubrics	January 31, 2013	November 2012-December 2013
Form School Improvement Panel	February 1, 2013	February 2013
Thoroughly train teachers on teacher practice evaluation instrument	July 1, 2013	June 2013 – September 2013
Thoroughly train principals and evaluators on principal practice evaluation instrument	October 31, 2013	October 23, 2013

Teacher Practice

Non-Tenured

Years 1-2: 2 Long /1 Short

Years 3-4: 1 Long/ 2 Short

Long : 40 Minutes

Short: 20 Minutes

Observations will be conducted by multiple observers

Pre-conferences will be conducted for all long observations

Teachers will have at least one unannounced and one announced observation.

Tenured

Three Short Observations

Short: 20 Minutes

Observations will be conducted by multiple observers

Pre-conference will be conducted for one observation

Post Observation conducted for all three

Teachers will have at least one unannounced and one announced observation.

CAP: Teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation

Understanding Student Growth Objectives

Student Achievement

Teacher Practice

Performance on a teacher practice instrument, driven primarily through observation



Stu. Growth Percentile

State-calculated score that measures individual teacher's ability to drive growth on NJ ASK

Stu. Growth Objective

Locally-calculated score that measures an individual teacher's impact on stu. achievement



Summative Rating

Overall eval. score that combines the multiple measures of practice and student progress

Inputs of Effective Teaching

Outcomes of Effective Teaching

*N.J.A.C.
6A:10-4.1*

All teachers will set academic goals for their students at the beginning of the school year called Student Growth Objectives.

What is a Student Growth Percentile

- Student Growth Percentiles (SGP) measure achievement gains within 4th through 8th grade Language Arts Literacy and Mathematics, referred to as the tested grades and subjects.
- SGPs show how much a student has learned from one year to the next compared to peers with similar academic history from across the state.

Achieve NJ Requirements for SGOs

Teachers with an SGP Score	1-2 SGOs
Teachers without an SGP score	2 SGOs

A teacher develops SGOs in **consultation with his or her principal.**

SGOs must be **aligned to NJCCCS or CCSS** and measure student achievement and/or growth.

SGOs must be specific, measurable, and based on available student learning data.

SGOs can be based on national, state or LEA assessments or rubric-measured portfolios or performance assessments.

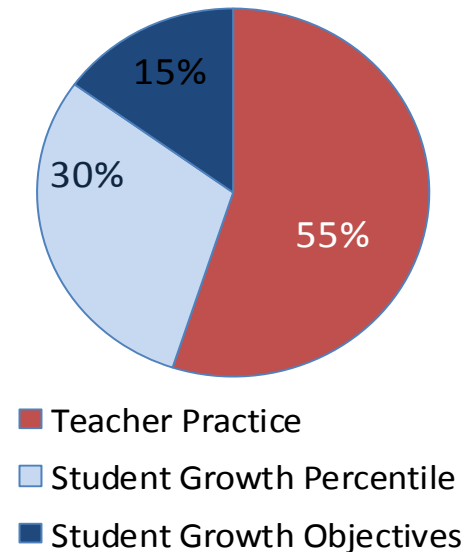
2013-2014 Weights: Tested Grades and Subjects

Tested Grades and Subjects (Currently grades 4-8, math and ELA): 55% from teacher practice and 45% from student achievement measures.

SGP scores will count for 30% of the summative evaluation score.

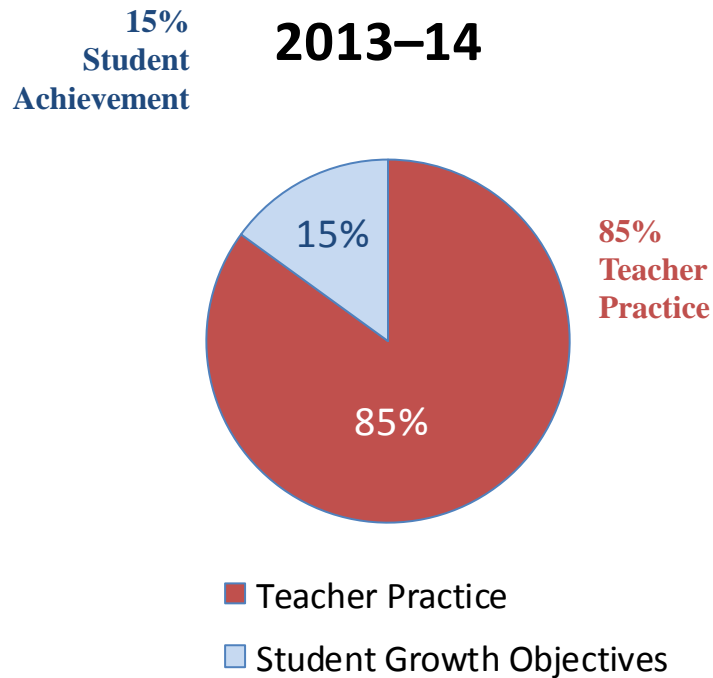
A teacher's ability to meet or exceed his or her SGO counts for 15% of the overall evaluation.

2013–2014



2013-2014 Weights: Non-Tested Grades and Subjects

Teachers in Non-Tested Grades and Subjects: Teachers outside of Grades 4-8.

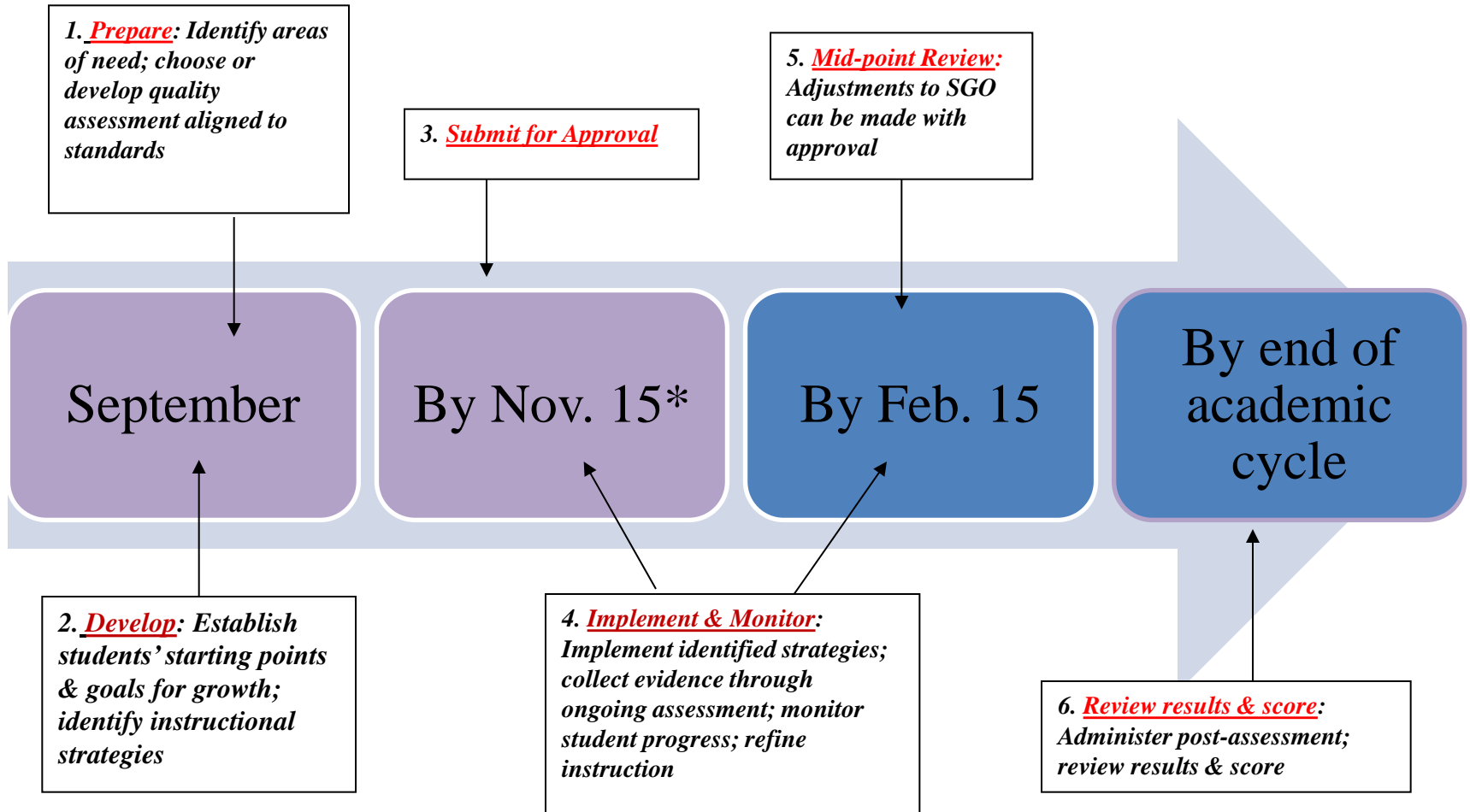


A teacher's ability to meet or exceed his or her SGO counts for 15% of the overall evaluation.

Types of Student Growth Objectives

Type of SGO	Definition
General	Focused on the teacher's entire student population for a given course. Includes a large proportion of curriculum standards.
General – Tiered	Same as above, but with student goals tiered by student preparation levels.
Specific – Student Group	Focused on a subgroup of students that need specific support.
Student – Content/Skill	Focused on specific skills or content that students must master.

SGO Timeline



Observation Schedule

School	Observations Completed	Total Observations	Completion Percentage
Rodgers	42	75	56%
Bullock	48	132	37%
Bowe	60	132	45%
GIS	51	99	51%
GHS	59	183	32%