Teacher and Administrator Evaluation

Kelly Mattis, Director of Human Resources
Deborah Sarmir, Assistant Superintendent

Teach NJ, AchieveNJ

We believe:

More can be done to improve education by improving the effectiveness of teachers than any other single factor. Effective instruction is the single largest factor affecting academic growth of populations of students regardless of the level of heterogeneity in their classrooms.

Sanders (2000) •

We believe:

Teacher expertise accounts for more difference in student performance—40 percent—than any other factor.
Ferguson (2001) •

We believe:

The importance of having an effective teacher instead of an average teacher for four or five years in a row could essentially close the gap in math performance between students from low-income and high-income households.
Hanushek, Kain, and Rivkin (2001) •

We believe:

The differences in impact by the most effective teachers, the top one-sixth of teachers, can be 9 months or more, essentially a full year of learning.
Rowen, Correnti, and Miller (2002)·

We believe:

Good instruction is 15 to 20 times more powerful than family background and income, race, gender, and other explanatory variables.
Hershberg (2005)•

We believe:

There is a direct link between superintendent leadership and student achievement. A Mid-continent Research for Education and Learning (McREL) report finds that superintendents positively influence student achievement, especially when they keep their districts focused on teaching and learning.

"School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement." (2006) ·

We believe:

In a study of 30 years of research, McREL found that when an effective administrative structure is comprised of administrators who concentrate on the right practices (they list 21 leadership characteristics), this structure can elevate a school 10 to 19 percentile points. It is the effective administrator who creates a culture where the focus is on how teachers instruct and how students learn, not on programs, structures, fads, and ideologies.

"Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement." (2003)

Because we believe…

…quality teaching is the most critical means by which to improve student achievement and close achievement gaps we are highly invested in:

- Quality teacher evaluation
- Targeted professional development
- Collaboration with our union leadership
- Hiring and retaining the highest caliber professionals

2015 -MTSD Instructional Service Department Impact on Student Achievement -2016

Assistant Superintendent

Synthesizes best practices, turns research into actionable goals, evaluates district needs in accordance with state and federal initiatives while ensuring each and every student achieves academic success in a cohesive, developmentally appropriate environment that embraces individual learning differences and social and emotional needs.

Director of Curriculum

♦ *Oversee design, implementation and continuous improvement of standards-based district curricula*
♦ *Develop/implement/manage evaluation system of curricula to measure alignment of standards*

Director of Assessment

♦ *Analyze district-level assessment data in order to guide and measure instructional initiatives*
♦ *Provide administrators and teachers with assessment data to enable informed instructional decisions*

Director of Instructional Technology

♦ *Identify best practices in educational technology which support district and departmental instructional goals*
♦ *Evaluate and develop an implementation plan for instructional tools and resources*

Department Supervisors

♦ *Coordinate with district directors to manage effective implementation of curriculum, assessment, and technology in each content areas*
♦ *Support teachers in identifying, mastering and implementing the best, research based instructional practices to meet the individual learning differences and social emotional needs of all learners*

Teachers

♦ *Monitor individual student progress through formative, summative and performance assessments*
♦ *Design differentiated, coherent lesson plans to meet each student's individualized needs*
♦ *Leverage instructional technology to engage and instruct individual learners*

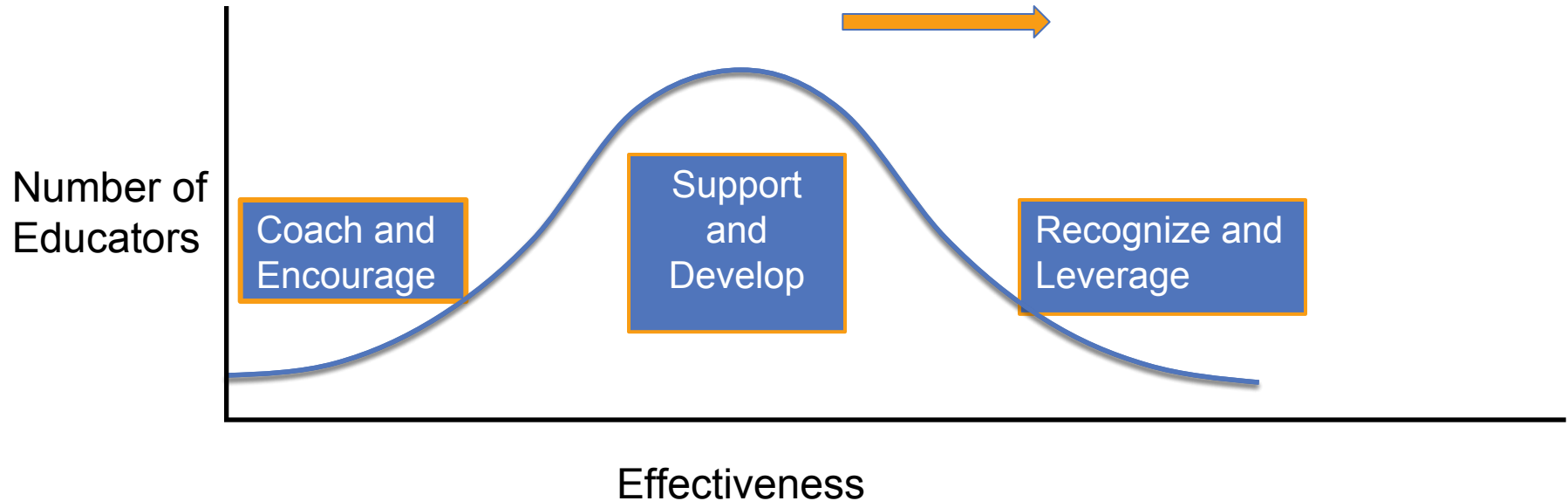# Timely, informative feedback is vital to any improvement effort.

Performance Improvement Function:

- Personal growth: learning about, reflecting on, and improving practice

Accountability Function:

- Analyzing data to judge the effectiveness of educational services
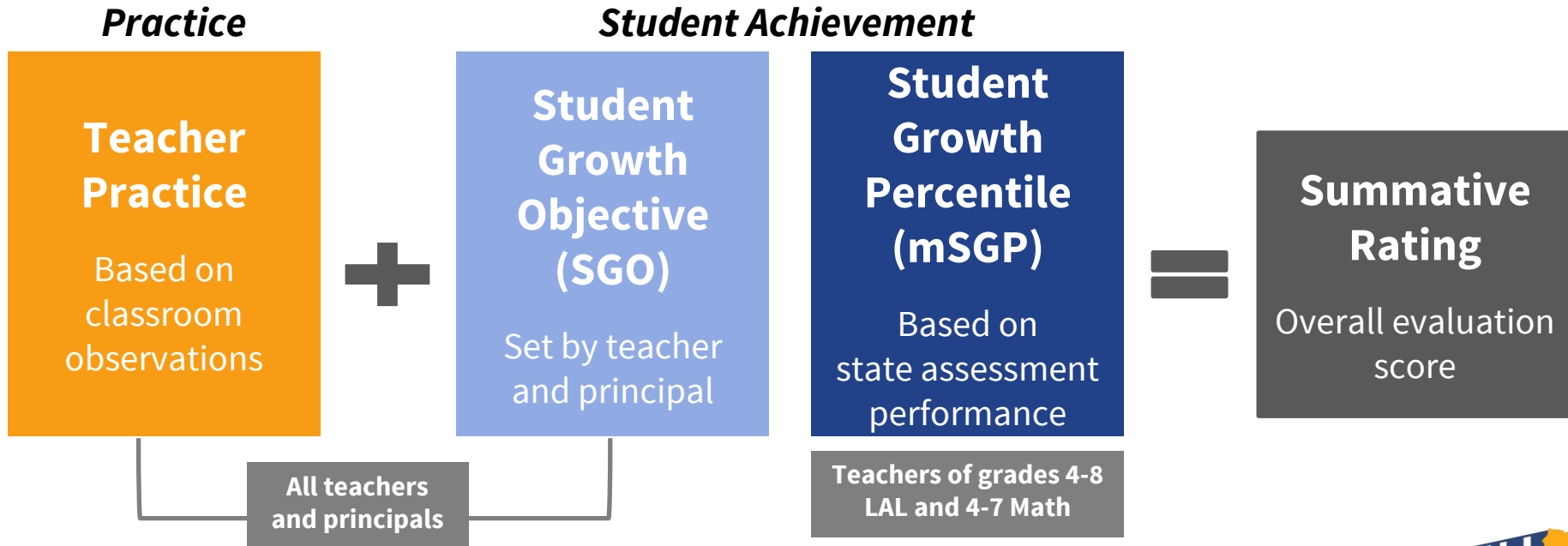
AchieveNJ: a Tool for Improving Effectiveness

Number of Educators (y-axis)

Effectiveness (x-axis)

Coach and Encourage

Support and Develop

Recognize and Leverage

What tool do we use to evaluate staff members?

Danielson Framework for Teaching

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
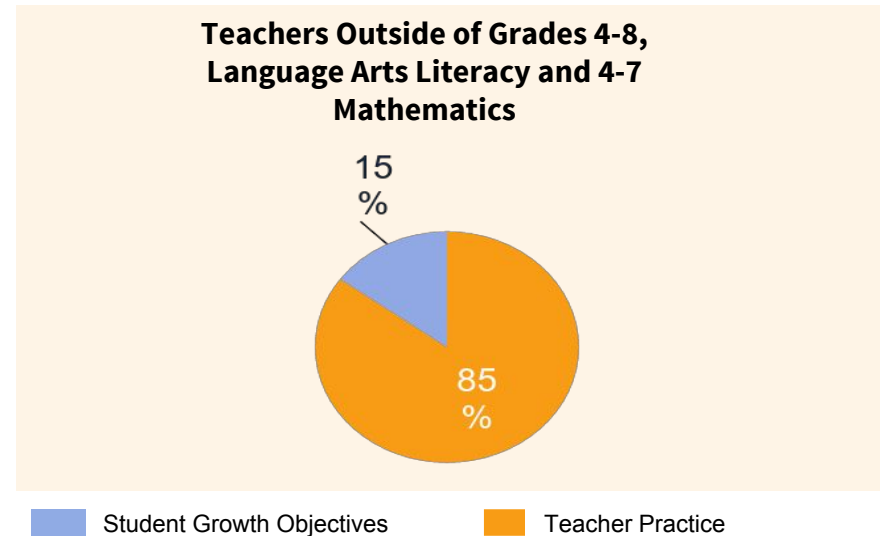- Domain 4: Professional Responsibilities

Multiple Measures

All teachers are evaluated based on multiple measures.

Practice | *Student Achievement*

Teacher Practice

Based on classroom observations

+

Student Growth Objective (SGO)

Set by teacher and principal

Student Growth Percentile (mSGP)

Based on state assessment performance

=

Summative Rating

Overall evaluation score

All teachers and principals

Teachers of grades 4-8 LAL and 4-7 Math

Component Weighting for Non-mSGP Teachers

- For teachers who do not receive an mSGP score, the scoring breakdown will be made up of an SGO rating and a teacher practice rating (see image).

- These ratings will each be calculated as individual components on a 1 - 4 scale at the district level and reported to the Department through NJ SMART.
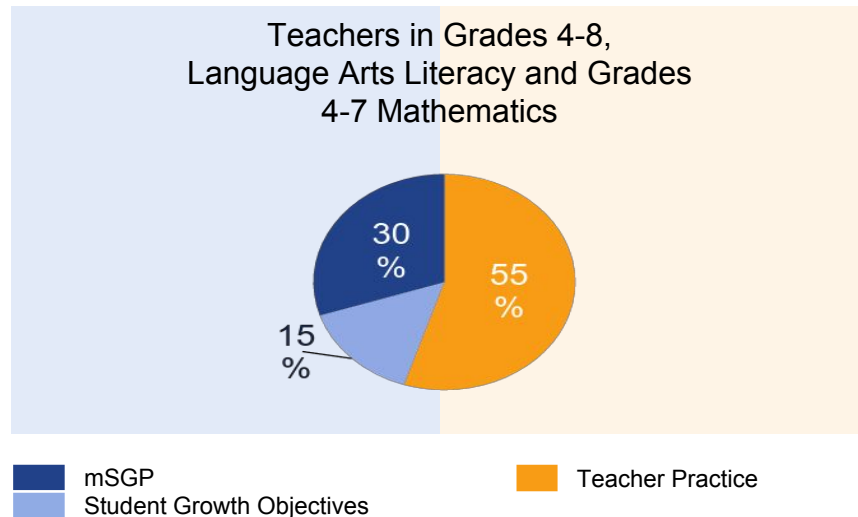
Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8, Language Arts Literacy and 4-7 Mathematics

15%

85%

■ Student Growth Objectives ■ Teacher Practice

Component Weighting for mSGP Teachers

- For teachers who receive an mSGP score, the scoring breakdown will be made up of an SGO rating, an mSGP rating, and a teacher practice rating (see image).

- The teacher practice and SGO ratings will be calculated as individual components on a 1 - 4 scale at the district level.

- The mSGP rating will be calculated by the NJDOE and shared with the district when it becomes available.

Tested Grades and Subjects

Teachers in Grades 4-8, Language Arts Literacy and Grades 4-7 Mathematics

30%

55%

15%

■ mSGP
■ Student Growth Objectives
■ Teacher Practice

What tool do we use to evaluate administrators?

Kim Marshall Evaluation Rubric

- Diagnosis and Planning
- Priority Management and Communication
- Curriculum and Data
- Supervision, Evaluation, and Professional Development
- Discipline and Parent Involvement
- Management and External Relations

How do we calculate the annual score for each administrator?

mSGP

Practice 50%
Admin Goals 30%
mSGP 10%
SGO avg 10%

non-mSGP

Practice 50%
Admin Goals 40%
SGO avg 10%

Evaluation data is analyzed to inform decisions intended to foster a climate of sustainable, continuous improvement.

- Analysis of this Data Informs:
  - Professional Development
  - District Goals
  - Budgetary Decisions
  - Programming Decisions

Observations Completed 2015-2016

Danielson Total Summatives: 352

OHES	Formatives	192
VES	Formatives	174
LMS	Formatives	196
UMS	Formatives	166
MHS	Formatives	341

Observations Completed 2015-2016

Marshall Summatives: 29

Principals Formative: 15

Vice Principals: 21

Supervisors: 39

Directors: 11

MTSD Evaluation Model Exceeds State Requirements

Tenured Staff

Effective & Highly Effective:

- One 40 min. & one 20 min.
- 20 & 40 min. requires post-conference
- 40 min. requires pre-conference

Below Effective:

- TeachNJ Act requires Corrective Action Plan (CAP)

MTSD Evaluation Model Exceeds State Requirements

Non-Tenured Staff

Effective & Highly Effective in year 1 or 2:

- 2 Long, Announced Observations (minimum of 40 minutes; including both pre and post conferences)
- 1 Short, Unannounced Observation (minimum of 20 minutes or more with post conference)

MTSD Evaluation Model Exceeds State Requirements

Non-Tenured Staff

Effective & Highly Effective in year 3 or 4:

- 1 Long, Announced Observation (minimum of 40 minutes; including both pre and post conferences)
- 2 Short, Unannounced Observations (minimum of 20 minutes or more with post conference)

Scoring Below Effective

- Under the TeachNJ Act, corrective action plans (CAPs) are required for all staff members rated below effective on their last summative evaluation.

MTSD Evaluation Model Exceeds State Requirements

- <u>Observers</u>
    - Must be employed in the district
    - Must serve in supervisory role in district
    - Must possess an administrative certificate (supervisor, principal, or administrator endorsement)
- <u>Annual Summary Conference</u>
    - Occurs at end of year
    - Includes evaluation of observations and practice, SGOs, and mSGP, when applicable
    - Progress toward meeting Corrective Action Plan (CAP)

TEACHNJ CAP

CAP required for all staff members rated below effective on summative evaluation:

- In lieu of professional development plan (PDP)
- Teacher and supervisor work together to develop CAP
- 20 hours PD/year
- Plan focused on meeting needs identified through performance on evaluation process
- Specific goals for improvement and timelines

TEACHNJ CAP

CAP required for all staff members rated below effective on summative evaluation:

- Delineates responsibilities for teachers and administrators
- All PD requirements stipulated in statute or regulation will also be fulfilled
- Remains active until next annual performance review
- Supervisor, administrator, and board of education responsible for ensuring teachers receive necessary opportunities, support, and resources to meet PDPs and/or CAPs

TEACHNJ CAP

CAP required for all staff members rated below effective on summative evaluation:

- Progress of CAP discussed in a mid-year evaluation and post-observation conferences
- Data and evidence about progress must be documented in personnel file
- Reviewed during the annual summary conference or mid-year evaluation
- One extra observation for minimum of 20 minutes with post-conference

Additional Requirements

Confidentiality of Evaluations (N.J.S.A. 18A:6-120)

- Under TeachNJ Act, "information related to the evaluation of employee shall be maintained by school district, confidential, not accessible to the public"

School Improvement Panel (ScIP) (N.J.A.C. 6A:10-3)

- Supports teacher mentoring, evaluation, and professional development
- Administrators, teachers, community members, parents

Requirements Filing Inefficiency Tenure Charges

- Year A Rating   Year B (Consecutive)
- Ineffective   Ineffective
- Partially Effective   Ineffective
  - Action: the superintendent <u>must</u> file a charge of inefficiency
- Ineffective   Partially Effective
- Partially Effective   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.

Tenure Revocation Process

Following two years of ratings that trigger a charge of inefficiency, the superintendent must file the charge with the district board of education.*

The charge will proceed in accordance with the procedures in the TEACHNJ Act and N.J.A.C.

6A:3-5, including the steps depicted and outlined on the next slide.

Tenure Revocation Process

Step 1: The superintendent files the tenure charge with the secretary of the district board of education.*

Step 2: The tenured teacher charged with inefficiency is notified of the charge within 3 working days of the date filed.

Step 3: The tenured teacher may refute the charge by submitting a written statement under oath demonstrating how the school district failed to comply with the evaluation procedures to the district board of education or State district superintendent within 10 calendar days of receipt of the tenure charges.

Tenure Revocation Process

Step 4: The district board of education forwards a written charge to the Commissioner within 30 calendar days of the filing, unless the district board of education or superintendent determines the evaluation process has not been followed. Such determination shall be made by a majority vote of the district board of education's full membership.

Step 5: The Commissioner shall examine the charge and at the same time the charge is forwarded to the Commissioner, the district board of education again notifies the tenured employee of the charge.

Step 6: The tenured teacher may file a response to the charge with the Commissioner within 10 calendar days.

Tenure Revocation Process

Step 7: The Commissioner will assign an arbitrator within five days of the employee's deadline to submit a written response.

Arbitrators may only consider the following circumstances in rendering a decision:

- Whether the evaluation failed to adhere to the evaluation process including the Corrective Action Plan
- If there is a mistake of fact in the evaluation
- If the charges would not have been brought but for considerations of political affiliation, nepotism, union, activity, discrimination, or other conduct
- Whether the charge is arbitrary or capricious

Tenure Revocation Process

If the employee is able to demonstrate that any of the above circumstances occurred, the arbitrator shall then determine if that fact materially affected the outcome of the evaluation. If the fact did not materially affect the outcome, the arbitrator shall render a decision in favor of the board and the employee shall be dismissed.

At all levels of review, the deciding entity must determine whether the district followed the proper procedural requirements as established by the district, the TEACHNJ Act, and subsequent regulations.

Continuation of Evaluation Process

It is important to note that all tenured and non-tenured staff who are present for less than 40% of the school year must have a minimum of two observations according to NJDOE regulations.

For all teachers who teach in multiple settings (i.e. ICS and self-contained) every attempt will be made to observe the faculty member in each of these settings.

All evaluators are professionally obligated to review previous observation documentation before meeting with, or observing any teacher.

# Continuation of Evaluation Process

We are implementing a differentiated evaluation model for Highly Effective teachers.

The Reflective Practice Protocol is available as an option for tenured teachers who have been rated "Highly Effective" on their most recent summative rating.

Moving Forward-Reflective Practice Protocol

Video Reflection

Student Voice Reflection

Reflective Practice Protocol

Assessment Reflection

Observation Reflection
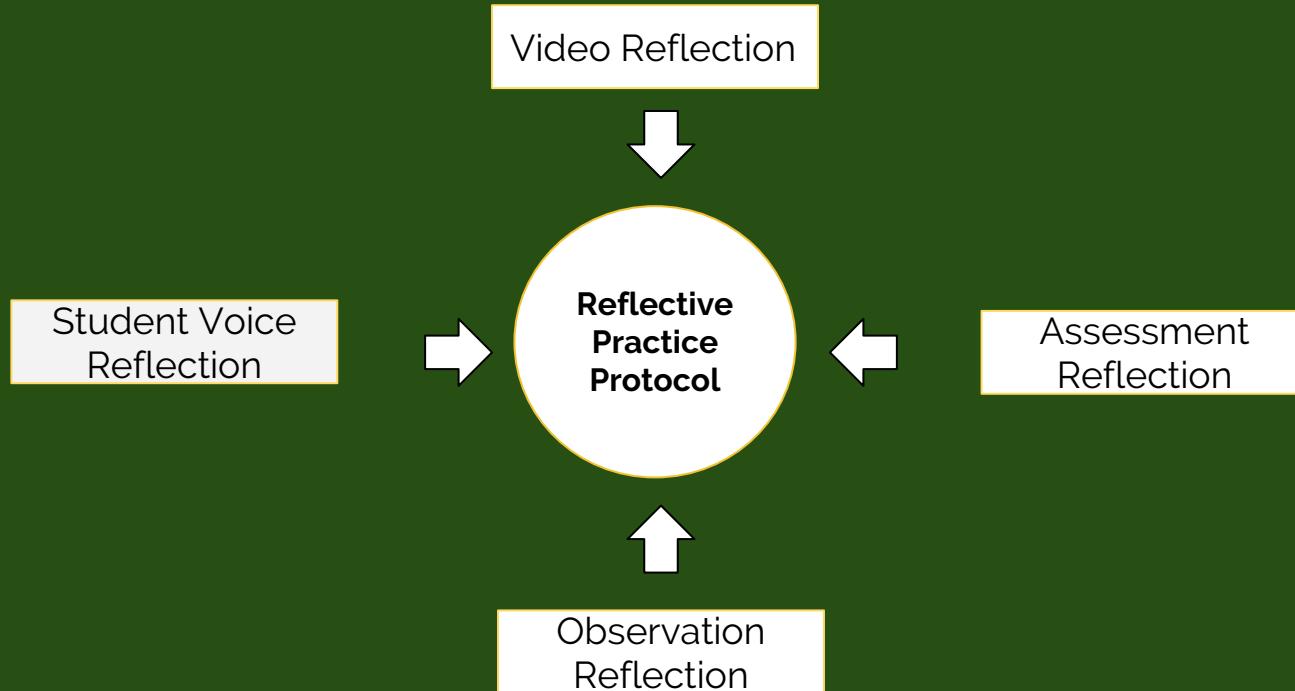
Policy and Regulation Evaluation

District Policy:
- 3224 - Evaluation of Principals, Vice Principals, and Assistant Principals (M)
- 3221 - Evaluation of Teachers (M)

District Regulation:
- 3223.1 - Evaluation of Non-Tenured Administrators
- 3223.2 - Evaluation of Tenured Administrators
- 3221 - Evaluation of Teachers (M)

NJ Department of Education

- **Information in this presentation was provided by the NJ Department of Education**
- **state.nj.us/education**