



# Evaluation Advocacy Handbook

Sasha Wolf  
NJEA Uniserv  
March 2014

## **Table of Contents**

<i>Evaluation Advocacy - What Can The Local Association Do?.....</i>	<i>3</i>
<i>Individual Advocacy – What Can The Individual Member Do?.....</i>	<i>4</i>
<i>Corrective Action Plan .....</i>	<i>6</i>
<i>Evaluations.....</i>	<i>9</i>
<i>Observations.....</i>	<i>12</i>

# Evaluation Advocacy – What Can The Local Association Do?

---

## **1. Form an Evaluation Committee**

- Diversity of membership – Primary vs. High School, different subjects and grade levels, etc.
- Include ESP and staff with an educational services certificate if they are also being targeted with an evaluation rubric

## **2. Collect Evaluation Forms and Data from the membership**

- Ask members to submit copies of observations, evaluations, corrective action plans etc. to the Committee.
- Ask members to redact their personal information, but leave intact other identifiers including the school, department and most importantly, the evaluator's name

## **3. Analyze the information to troubleshoot problem**

- Are certain administrators not following specific evaluation procedures?
- Are certain teachers have difficulty mastering a particular rubric?

## **4. Take Action!**

- Publicize to the administrators, superintendent and school board that the Association has undertaken a process to ensure administrators are following the evaluation regulations.
- Use the data to tailor professional development to address common areas of concern.
- Train members on how to advocate for themselves in the evaluation process.
- “Grade” administrators on how well they are following the evaluation procedures.
- Find common cause with parents and other community groups; For example, if parents are complaining that test scores are too low then use information gathered to advocate for better training and proper adherence to the evaluation rubric.

# Evaluation Advocacy – What Can The Individual Do?

---

## 1. Keep accurate records

- a. Maintain copies of your rollbook (grades and attendance)
- b. Keep a daily log
- c. Important communications should be done through email. Save paper copies and/or forward to your personal email.

## 2. Be your own advocate during the observation and evaluation process

- a. Use a self-observation form immediately following an observation/walkthrough
- b. To the extent allowable by law and contract, treat every observation/walkthrough/”pop in” as an official observation
- c. Ensure that the administration adheres to the contract and evaluation regulations for every step of the process.
- d. If there is a violation, file a grievance and/or rebuttal.
- e. In all cases you should put your administrator on notice of any irregularities

## 3. Corrective Action Plan

- a. Ensure that that the administrator provides you with tools and resources to improve in a timely fashion. If he/she does not, document it.
- b. Ensure that the corrective action plan has the following:
  - i. Areas in need of improvement as per the evaluation rubric;
  - ii. Specific, demonstrable goals for improvement;
  - iii. Outlines both employee and district responsibilities; and
  - iv. Timelines for meeting the goal(s)

4. Why do I have to collect all this data?

- a. Pursuant to TEACHNJ, an arbitrator can look at procedural errors in the evaluation process or a mistake of fact as a defense against a charge of inefficiency.
- b. Take proactive steps to ensure that the Board is adhering to all regulations and contractual regarding evaluation procedures. Well documented examples of any violations will be your best defense.

5. My administrator failed to follow the evaluation regulations and procedures, what should I do?

- a. Some Districts have adopted the evaluation regulations as board policy. If your contract allows you to grieve and arbitrate a board policy, use the language listed in the next section as a template for a grievance.
- b. To the extent you have already negotiated procedural protections regarding post-observation conferences, time to view and sign an evaluation, etc., file a grievance to enforce those specific contract provisions.
- c. Any situation not covered by board policy or contract members should document procedural deficiencies to their administrator via email and save a copy. The next section details examples of how you can document these deficiencies.

# Corrective Action Plan (“CAP”)

---

## **1. No conference to develop a CAP**

Dear Administrator,

On <date>, I was issued a corrective action plan without a meeting between me and you.

## **2. Conference to develop a CAP occurs after September 15 of the following school year after you receive an ineffective or partially effective rating**

I was issued a corrective plan after September 15.

## **3. Conference to develop a CAP did not occur within fifteen working days following the evaluation**

On <date> I was issued a corrective plan, fifteen days after my evaluation was issued.

## **3. Content missing from CAP**

**Note:** Every corrective action plan must contain *all* of the following elements:

- a. Address areas in need of improvement identified in the teacher evaluation rubric;
- b. Specific, demonstrable goals for improvement;
- c. Responsibilities of the evaluated employee and the school district for the plan’s implementation; and
- d. Timelines for meeting the goal(s).

On <date> I was issued a corrective action plan which did not contain specific, demonstrable goals for improvement.

#### **4. No tools and resources provided to achieve CAP**

**Note:** A CAP may require a teacher to perform any number of tasks with the goal of improving performance such as:

- Read books, articles, webpages, webinars, etc.
- Pursue training opportunities
- Meet with an administrator on a regular basis
- Meet and/or observe a colleague teach.

In my corrective action plan dated \_\_\_\_\_, my administrator stated that I meet with him on weekly basis to discuss with him my efforts to improve. For the last eight weeks, he has cancelled and failed to reschedule six out of the eight scheduled meetings.

#### **5. No review of CAP progress During post-observation conference following the issuance of the CAP**

On <date> my administrator(s) conducted a post-observation conference. He/she did not discuss my progress towards the goals outlined in my corrective action plan.

#### **6. No review of CAP progress during either mid-year evaluation or annual summative evaluation following issuance of CAP**

At my <mid-year evaluation/annual summative evaluation> dated \_\_\_\_\_, my administrator(s) refused to discuss my progress towards the goals outlined in my corrective action plan.

#### **7. No mid-year evaluation following issuance of CAP**

I did not receive a mid-year evaluation following the issuance of a corrective action plan.

## **8. Timeliness of mid-year evaluation**

### **Note:**

- If CAP was created on or before September 15, the mid-year evaluation shall occur before February 15
- If the CAP was created after September 15, the mid-year evaluation shall occur before the annual summary conference

My mid-year evaluation did not occur until March 1, 2025 even though my CAP was created on September 10, 2024.

## **9. No additional observation**

Following the issuance of the corrective action plan dated \_\_\_\_, an additional observation has not been conducted.

## **10. No Multiple Observers**

Following the issuance of the corrected action plan dated \_\_\_\_, I have only been observed by one administrator.

# Evaluations

---

## **1. No annual summary conference**

I was issued my annual evaluation dated \_\_\_\_\_, but no summary conference was ever held.

## **2. Subjects not discussed during the annual summary conference**

**Note:** *All* of the following subject subjects must be discussed during the annual summary conference:

- a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including the teacher practice instrument;
- b. The progress of the teacher toward meeting the objectives of the individual professional development plan or, whenever applicable, the corrective action plan;
- c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and
- d. The preliminary annual written performance report.

During my annual summary conference dated \_\_\_\_\_, my administrator failed to discuss my progress towards meeting the objectives of my individual professional development plan.

## **3. Annual Summative Rating calculated despite the fact that test scores were unavailable at the time**

On <date> I received annual summative evaluation which listed my rating despite the fact that student test scores had not yet been calculated.

#### **4. Subjects not included in annual written performance report**

The annual written performance report *must* include *all* of the following:

- a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-4;
- b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the teacher practice instrument;
- c. An individual professional development plan developed by the supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
- d. A summary of student achievement scores or growth indicators.

My annual written performance report dated \_\_\_\_\_, did not include a summary of student achievement scores or growth indicators.

#### **5. I did not sign the annual written performance report.**

My administrator and I reviewed the annual written performance report on May 11, 2019. However, I was not afforded the opportunity to sign it.

#### **6. Annual summary conference and annual written performance report not completed by June 30.**

My annual summary conference was held on June 1, 2021. However, I did not receive a copy of the annual written performance report until July 3. The report was dated July 1.

**7. Evaluation/observation/walkthrough provided to me less than one day before conference**

I received a copy of my evaluation on the same day that my administrator scheduled a conference to discuss it.

# Observations

---

## **1. The same administrator not present for both the observation and the post-observation conference**

I was observed on <date> by Peter Principal. However, Sandra Supervisor conducted my post-observation conference on <date>.

## **2. Timeliness of post-observation conference following observation**

I was observed on February 20, however my post-observation conference did not occur until March 10 more than 15 working days after the observation.

## **3. Post-observation conference did not occur in person, but through email communication without my consent.**

After being observed, my administrator emailed me the post-observation report and asked for my comments. I never agreed to conduct the post-observation conference in writing.

## **4. Number of Observations**

### **Note:**

- All teachers must be observed at least *three* times during the school year.
- All teachers must be observed at least once a semester.
- At least one observation must be announced.

All of my observations for the 2020-21 school year occurred on March 10, 27 and April 5. I was never observed during the first semester of the school year.

## **5. A different administrator signed my written evaluation report**

Joe Principal conducted my observation and post-observation conference, but my written evaluation report was signed by Amy Administrator.

## **6. Duration of observation**

**Note:** All tenured teachers must receive at least three short observations of at least 20 minutes in length.

On <date> Joe Principal came into my room at 9:11 A.M. to conduct an evaluation. He left at 9:20 A.M.