



## **PPS Teacher Evaluation Overview 2014-2015**

*This document was created by the District Evaluation Advisory Committee (DEAC) in response to questions from teachers concerning the implementation of the new, state-mandated evaluation system in the Passaic Public Schools. Its purpose is to clarify important aspects of that implementation. Please continue to share your questions with your school leaders and your SciP (School Improvement Panel) members. This document will be revised on an annual basis.*

### ***Informal Classroom Observations***

The informal observations or walk-throughs entered into Teachscape 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, although we strongly recommend that informal observations and instruction-specific walk-throughs are guided by the components identified below.

### ***Formal Classroom Observations (Formative)***

#### **A. Types of Observations**

1. Announced
  - a. Includes a Pre-Conference (see below).
  - b. Is a visit that is scheduled within a seven-day time frame.
  - c. May be a long (minimum 40 minutes) or short (minimum of 20 minutes) observation.
2. Unannounced
  - a. May be a long (minimum 40 minutes) or short (minimum of 20 minutes) observation.
3. There is no limit on the number of observations a teacher may have throughout the year; there are minimums identified by the NJDOE.

#### **B. Pre-Conference**

1. The pre-observation conference must 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 is 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.

### **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. If no evidence is collected for a component, the evaluator should select N/A for that component.
2. The time stamp should be turned on.
3. It is recommended that three to five evidence samples are provided for each scored component.
4. The Framework for Teaching suggests, that where possible, evidence should refer to student statements, actions, and behaviors.
5. Where an insufficient sample of evidence is collected for a component, the evaluator may choose an "N/A," or not applicable, so that the component is not scored.
6. In the course of a dual observation, where two administrators and/or an administrator and a supervisor conduct a joint observation, only one observation should be submitted to the teacher on Teachscape.

### **D. Measured Components**

Each formal classroom observation must include the domain/components noted below. The components not listed may be evaluated, but at the evaluator's discretion and based on the evidence collected. Components that have not been assigned a performance level must be marked as N/A, as a zero will adversely impact the overall rating.

#### **School Leaders** (Principals, Assistant Principals, HS Instructional Chairpersons)

- 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
- 3e: Demonstrating Flexibility and Responsiveness

#### **Central Office Evaluators** (Directors, Supervisors, Instructional Chairpersons)

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 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
- 3e: Demonstrating Flexibility and Responsiveness

## **E. Post-Observation Conference**

1. The post observation conference must occur within 11 teaching staff working days following the observation (Per EAP Contract, a copy of the written document must be provided within 10 days of the observation, and 24 hours prior to the conference). 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.
  - a. The post-conference observation can be combined with the annual summary conference, as long as it follows the time periods above.
2. The post-observation reflection should be completed by the teacher prior to the conference.
3. Teachers may upload artifacts prior to the post conference.
4. 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.
5. Comments under Areas of Growth, Areas of Strength, and Recommendations should be linked to specific Framework for Teaching components.
6. The written observation must be presented at least one day before the post conference.
7. 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. If revisions are necessary, the evaluator must submit those to the teacher within 2 working days following the conference.
8. No revisions may be made to the document after the final submission and teacher confirmation.
9. The 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. Personnel**

1. Classroom observations can be conducted by all certified administrators.
  - a. Principals and Assistant Principals will conduct informal and formal observations, and summative evaluations.
  - b. All certified supervisors will work in a coordinated effort to visit schools and complete formal classroom observations.
2. Teachers will be able to upload a variety of critical documentation to the system.
3. All formal observations must have a post-observation conference.

## **G. TIPs & CAPs**

1. Teacher Improvement Plan (TIP)
  - a. A school-level document, designed by PPS, as a means of supporting teachers at every level, 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. At the end of the year, before September 15<sup>th</sup>, 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, a minimum of 40 minutes.
    - i. Include a pre- and post- observation conference.

***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. In 2014-2015 the evaluation score is an average of all of the feedback provided in a single observation. The evaluation portion of the summative score is an average of all of the component ratings during the course of the school year.
2. 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

<b>Evaluation Weights</b>	<b>Type</b>	<b>2013-14</b>	<b>2014-15</b>
Student Growth Percentile (SGP)* Teachers	SGP:	30%	10%
	SGO:	15%	20%
	Teacher Practice:	55%	70%
Non-SGP Teachers	SGO:	15%	20%
	Teacher Practice:	85%	80%
SGP* Principal/Asst. Principals Evaluation Weights	SGP Average:	30%	10%
	Administrator Goals:	10%	30%
	SGO Average:	10%	10%
	Evaluation Leadership:	20%	20%
	Principal Practice:	30%	30%
Non-SGP Principal/AP/VP Evaluation Weights	Administrator Goals:	40%	40%
	SGO Average:	10%	10%
	Evaluation Leadership:	20%	20%
	Principal Practice:	30%	30%

## **B. Written Performance Report**

1. All of the components 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 an end of the year evaluation. 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 9/15.
4. PDPs for teachers that receive mSGPs, must be revised and in place 15 days after the final summative conference.