

# STAFF EVALUATION PACKET

2016-2017 ACADEMIC YEAR

This evaluation packet was developed under the direction of the Princeton Public Schools' Superintendent, in concert with administrators and in consultation with the District's Evaluation Advisory Committee (DEAC). It provides the current criteria for observation and evaluation of staff, and is in compliance with New Jersey Administrative Code (N.J.A.C.) 6:3-4, "Supervision, Observation and Evaluation".

N.J.A.C. 6:3-4 requires that each district board of education adopt policies for the supervision of instruction, setting forth procedures for the observation and evaluation of all teaching staff members, and that such policies be distributed to each teaching staff member at the beginning of his or her employment. It further requires that every district board of education adopt policies and procedures requiring the annual evaluation of all teaching staff members, and that such policies be distributed to reach teaching staff members no later than October 1<sup>st</sup>. The Board policies listed below, and contained in this packet, meet those requirements:

- Board of Education Policy #3222, "Evaluation of Tenured Teaching Staff Members"
- Board of Education Policy #3221, "Evaluation of Non-Tenured Teaching Staff Members"

Also included in this packet are the following documents:

- Observation/Evaluation Procedures
- The Framework for Teaching
- Guidelines for Staff Evaluation  
(Please note: All Observation and Evaluation forms may be found on-line on Important PPS News under the folder PPS Forms and Procedures.)

Not included are individual job descriptions, which are provided to each employee at the beginning of his/her employment; copies are also available, upon request, from the Office of Human Resources.

# Observation and Evaluation Procedures

**2016-2017**

The purpose of instructional supervision is based on tenets about what is important for students to learn, the nature of learning and how to promote it, the purposeful science and art of teaching, and the nature of professionalism.

The Danielson Framework for Teaching is a research-based model. A framework for teaching is useful because it conveys that educators, like other professionals, are members of a professional community with an understanding of standards for the work of their profession. Because teaching is complex, it is helpful to have a schema, structured around a shared understanding of teaching and learning.

Research has shown that teaching is not just emotionally or physically draining, it is also cognitively demanding. A teacher makes hundreds of nontrivial decisions daily, from designing lessons, to responding to students' questions, to meeting with parents. Teaching is a thinking person's job; it is not simply a matter of following a script or carrying out other people's instructional designs as it is always specific to the students in each class.

The Framework for Teaching also has a number of important features: it is comprehensive, grounded in research, public, generic, coherent in structure and independent of any particular teaching methodology.

In implementing an effective supervisory model of evaluation, it is important to understand the following principles which form the foundation for successful teaching and student achievement.

The Framework for Teaching divides the complex work of teaching into four

- Domain One: Planning and Preparation
- Domain Two: The Classroom Environment
- Domain Three: Instruction
- Domain Four: Professional Responsibilities

Each of these domains is supported by either five or six components for a total of 22 components. Each component describes an important aspect of teaching and taken together the components in a domain fully capture everything important about the domain. In addition, each component is further divided into two to five essential elements, for a total of 76 elements. Each of the elements describes an important aspect of that component and, taken together, they capture all the important aspects of the component.

The supervisory process is designed to assist teachers in deepening their insights into a relationship among effective teaching, the curriculum, and student learning; the relationships between research and practice; and the vision of the teacher as a professional.

Supervision and evaluation should be based upon:

- a positive understanding and respect between the staff member and the administrator;
- a recognition that observation and evaluation forms to be used by the teacher and administrator are tools which serve as a basis for an open dialogue reflecting effective methods of achieving the goals and objectives of the instructional program;
- a supportive environment in which professional planning conferences are an integral part of the formal supervisory process.

The observation and evaluation of all teaching staff members shall be conducted in compliance with the laws and regulations of the State of New Jersey and the policies and/or procedures of the Board of Education of the Princeton Public Schools. Additionally, the Danielson Framework for Teaching and the matrix of domains, components and elements shall serve as the basis for the annual rating of teaching staff in one of the following four categories:

- Highly Effective;
- Effective;
- Partially Effective;
- Ineffective

### **The Alternate Professional Project (APP)**

The Alternative Professional Project (APP) is an optional alternative to the traditional Annual Performance Review (APR) process available to tenured teachers who were rated highly effective the previous school year. The purpose of the APP is to increase the focus on meaningful, transformative, and innovative methods in the classroom.

Teachers can elect, either independently or collaboratively, to propose an APP to their supervisor using the Planning Form. If the teacher feels that any materials or trainings are necessary for the APP, they should discuss whether such resources are available in advance of submitting their Planning Form. Upon supervisory approval, the teacher will implement their APP throughout the year. After a mid-year observation by the end of February, the teacher and supervisor will meet to discuss the progress of the APP as well as tentative domain scores for that teacher. During that meeting, the teacher will inform their supervisor if they intend to continue the APP process or return to the more traditional APR process.

At the end of the year, the teacher and supervisor will meet again to reflect upon and evaluate the APP. The teacher should complete the Post-Project Reflection Form prior to this meeting in order to formally reflect over the process and should bring relevant project artifacts and student work samples to the post-project reflection conference. At this final meeting, teacher and supervisor will also finalize domain scores - though supervisors should discuss any changes to the tentative mid-year scores prior to this meeting.

### **Procedures and Process**

1. All non-tenured staff members will be observed at least three times every school year. Tenured staff members rated as ineffective or partially effective in the prior school year will also be observed at least three times every school year. Tenured staff members rated as effective or highly effective in the prior school year will be observed at least twice every school year due to a waiver from the State from the three observation requirement for tenured staff. Multiple observers are required for staff in years 1-4; multiple observers are recommended for tenured staff.
2. First and second year non-tenured staff shall have two announced observations and one unannounced observation during the school year spaced out over two semesters. Third and fourth year non-tenured staff shall have two unannounced observations and one announced observation during the school year spaced out over two semesters.
3. Non-tenured first and second year staff shall have two long observations and one short observation. Non-tenured third and fourth year staff shall have one long observation and two short observations.
4. All third year staff and those staff on improvement plans may have an observation done by the Assistant Superintendent for Curriculum and Instruction or Assistant Superintendent for Human Resources.
5. Tenured staff, rated as effective or highly effective in the prior school year, shall have at a minimum one long observation (announced) and one short observation (unannounced). For those tenured highly effective teachers who choose to engage in the APP process their mid-year meeting with their supervisor will count as one of the two required observations. Tenured staff, not rated as effective or highly effective in the prior school year, shall have, at a minimum, one long observation (announced) and two short observations (unannounced).

6. Staff members will be observed in either a minimum 40-minute (long observations) or a minimum 20- minute (short observations) time frame.
7. Pre-conferences and post conferences shall be held for all observations. The only exception is for those teachers engaged in the APP where their supervisory conference will count as one of the two required observations. Lesson plans shall be made available by the end of the day of unannounced observations and at the start of the lesson for announced observations. All post- conference observations and annual performance review conferences shall be held directly between the main administrator and staff member. All pre-conference observations for non-tenured staff shall be held directly between the administrator and staff member. Pre-conferences for short observations of tenured staff, except for those on improvement plans, may be conducted through non-face-to-face alternative methods where there is a mutual agreement between the administrator and staff member to have a remote conference. This type of preconference should be done by telephone, by Skype, by Facetime and/or any other electronic means where a conversation takes place; it should not be done by email. Lacking mutual agreement between the administrator and staff member; this pre-conference should be held face-to-face.
8. All staff members shall be assured that all monitoring of scheduled or unscheduled observations of their work performance will be conducted openly and with their knowledge. A staff member will be given verbal notice at the professional planning/pre- observation conference that an unscheduled observation will occur within two weeks.
9. In years one and two of employment, two of the long observations will be scheduled with professional planning/pre-observation conferences and one observation will be unscheduled with a professional planning/pre-observation conference. In the third and fourth years of employment, one of the long observations will be scheduled and include a professional planning/pre-observation conference and two short observations will be unscheduled with a professional planning/pre-observation conference. All unscheduled observations will follow the guidelines set forth in 8 above.
10. There will be a minimum of two observations per year for tenured teachers. As stated earlier, those tenured highly effective teachers who choose the APP will have one observation and the February reflection conference with their supervisor will count as the second observation. The long observation will be scheduled and include a professional planning/pre- observation conference conversation. The short observation will be unscheduled with a professional planning/pre observation conference conversation either in person or by alternative means (consistent with 7 above).

11. For each of the required observations, classroom instructors will be observed in the performance of their duties by a visitation to the classroom that will not be less than one class period (secondary level) or for the duration of one complete subject lesson (elementary level). For those teachers whose subject lesson is 30 minutes, the long observation shall be 30 minutes; the short observation shall be no longer than 20 minutes. In the case of staff members who are not regularly assigned to classroom instruction, the evaluator should confer with the employee to determine in what performance areas the employee will be observed. The actual observation will be conducted for approximately the same amount of time as that spent in the classroom observations.
12. No later than ten (10) days after the observation of the classroom instructor, the staff member and the evaluating administrator shall hold a conference to discuss the observation report. A teacher will receive a copy of any class visit or observation report prepared by an evaluator 48 hours prior to the post observation conference to discuss/modify it. This initial report shall only contain a description of the lesson and the observer's description of effective instruction components. No observation report shall be submitted to the central office, placed in a teacher's file, or otherwise acted upon without prior knowledge of the teacher including providing a copy to the teacher. An attached form shall be available for teacher response. No teacher shall be required to sign, nor be asked to sign, a blank, incomplete, or unsigned (by evaluator) observation or evaluation form. The administrator shall sign the final observation or evaluation report and then provide the staff member with a signed copy to review and sign no later than ten (10) days from receipt of the administrator's signed copy.
13. The purpose of an educator reflecting on her/his professional work (in this case the work that was observed by the evaluator) and sharing those reflections with the evaluator is to promote self-awareness, the discussion of learning points, the formation of professional growth goals and the identification of best practices and resources for effective instruction. Staff will be given the opportunity to share their reflections on their work at the time of the post-observation conference; no written notes or reports are required. Staff should come prepared to discuss their reflections.
14. Any staff member who has documented areas of concern on their observation report, shall have an improvement plan automatically generated. The purpose of this plan is to provide corrective action and support for the staff member(s) prior to their next observation/annual performance review.
15. The signature of the staff member on the observation report indicates that the staff member has received the report. If the staff member does not sign the document within ten days of having received it, the report may be placed in the official personnel file without the staff member's signature. The staff member will be given a written notice confirming the fact that the report is being placed in the staff member's official personnel file without the staff member's signature.

16. All staff members will be given the opportunity to submit a written response to the observation report within 10 days following the conference and such response shall be attached to each copy of the evaluation report.
17. During the course of the year, each staff member and administrator should have a professional conversation regarding progress made in Domains 1 and 4. For guidance purposes only, a professional guide will be developed each year which may be utilized for this conversation.
18. Each administrator shall conduct two co-observations with a fellow administrator during the course of the year with one co-observation taking place by December 1. The role of the co-observer is limited to observation calibration conversations with the main administrator conducting the observation. The main administrator is responsible for conducting all pre- and post- observation conferences and the observation write up.
19. All staff members shall complete their PDP plan by June 30. The PDP may be changed in September but no later than September 30. Each staff member shall receive a copy of their final annual performance review for the school year by June 30.
20. All staff members shall submit their SGO form for approval prior to October 31. Deadline dates and weighting of factors comprising the annual review (SGO's, SGP's, local research model) may be changed by the State.
21. All teaching staff members will receive a copy of the district's observation and evaluation procedures no later than October 1.

## **Annual Performance Conference and Report**

An *annual performance conference* will be held with each staff member by the administrator who prepared the annual performance report before the staff member's annual performance report is filed with the Office of Human Resources. The purpose of this conference is to provide for a total review of the year's work, to recognize achievement and good practice, and to identify strategies for improvement or growth. The annual performance conference will include, but is not limited to, a review of the performance of the teaching staff member; review of the available indicators of pupil progress and growth toward program objectives; review of the staff member's progress toward the objectives of his/her individual professional development plan developed at the previous annual conference and proposed objectives for an individual professional development plan for the next school year; student growth objectives (SGO's); assessment of the progress of an APP; and review of the annual written performance report and signing of the report within ten working days of the review.

The annual written performance review shall be prepared by a certified administrator who has participated in the evaluation of the teaching staff member and shall include, but not be limited to:

1. Performance areas of strength;
2. Performance areas needing improvement based upon the job description and evaluative criteria;
3. An individual professional development plan developed by the administrator and the teaching staff member for the next school year;
4. A summary of available indicators of pupil progress and growth, SGO's, and a statement of how these indicators relate to the effectiveness of the overall program and the performance of the individual teaching staff member.
5. A review of the APP progress, if applicable.

Indicators of pupil progress shall include, but not be limited to:

- direct teacher observation
  - portfolio assessment
  - quizzes, examinations, and other tests of knowledge and ability
  - student work products (i.e., lab reports, homework projects. etc.)
  - standardized tests.
5. Provisions for performance data, which have not been included in the report prepared by the supervisor, may be entered into the record by the evaluator with notification to the staff member within 10 working days after the signing of the report.

## **Individual Professional Development Plan**

An individual professional development plan (PDP) will be prepared annually for each staff member to continue professional growth and to correct deficiencies. The plan will derive from the applicable evaluation criteria and focus on the most important areas of professional growth for the staff member determined from weaknesses identified in his/her evaluation and/or based upon the need for new learning/application of new learning.

The individual professional development plan will be developed by the administrator and the teaching staff member and shall include: objectives for required growth; methods of achieving that growth; a timeline for implementation of those methods; the responsibilities of the staff member and district for implementing the plan, and the expected outcomes.

By June 30<sup>th</sup>, the individual professional development plan must be finalized and signed by the administrator and the teaching staff member. The degree to which the staff member achieved the requirements of the previous plan will be included in the staff member's annual performance review.

### **Ratings Based on the Four Domains in the Danielson Framework for Instruction –**

- HIGHLY EFFECTIVE;
- EFFECTIVE;
- PARTIALLY EFFECTIVE;
- INEFFECTIVE

### **Weighting of the Four Domains in the Danielson Framework for Instruction for Purposes of the Annual Performance Review-**

Domain One: 20%	Domain Three: 40%
Domain Two: 20%	Domain Four: 20%

### **Weighting of the Factors Comprising the Annual Performance Review: 2016-2017**

For Staff in Tested and Non-Tested Grades and Subjects (Unless Modified by the State):

<u>Tested</u>	<u>Non-Tested</u>
Danielson: 55%	Danielson 85%
SGP: 30%	SGO: 15%
SGO: 15%	

### **Summative Rating (APR) Performance Level Ranges: 2016-2017**

Highly Effective: 3.5 - 4.0  
Effective: 2.65 - 3.49  
Partially Effective: 1.85- 2.64  
Ineffective: 1.0 - 1.84

# The Framework for Teaching

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## **Domain 1: Planning and Preparation**

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

## **Domain 2: The Classroom Environment**

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

## **Domain 3: Instruction**

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

## **Domain 4: Professional Responsibilities**

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism