Paterson Public Schools

Paterson - A Promising Tomorrow, Together We Can

E-LEARNING

Administrator Evaluation Guidebook

ADMINISTRATOR EVALUATION GUIDEBOOK

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Section I: Principal Evaluation and Support
(Principal, Assistant, Vice Principal)

Our Why...Our Core Business

Every child deserves a **champion**—an adult who will **never give up** on them, who **understands** the power of **connection** and **insists** that they **become** the best that they can possibly **be**. **– Rita Pierson**

The good teacher **explains**. The superior teacher **demonstrates**. The great teacher **inspires**. **– William A. Ward**

Education is the most powerful weapon which you can use to **change the world**. **– Nelson Mandela**

Students do not care how much you know until they know how much you **care**. **– Anonymous**

Moment of Reflection:

What is our core business?

If you are **planning** for a year, **sow** rice; if you are planning for a decade, **plant** trees; if you are planning for a lifetime, **educate** people. **– Chinese Proverb**

A leader is one who **learns** and **knows** the way, **goes** the way and **shows** the way."**– John C Maxwell**

We have much **work** ahead, to stand still. **Mansa Musa**

Moment of Reflection:

What is our brand as a District?

We will either **find** a way or **make** one. **- Anibal Barca**

Success is not an accident; success is a **choice**. **-Stephen Curry**

Education is not preparation for life; education is **life** itself. **– John Dewey**

The **growth** and **development** of people is the highest **calling** of leadership. **– Harvey S. Firestone**

Improvement begins with I. **– Arnold H. Glasow**

Moment of Reflection:

What is my brand?

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Summer 2023

How does the evaluation process…FUNCTION?

Interconnected *FUNCTION*
Evaluation process is a multi-faceted system that informs the daily impact of teaching and learning.

Leadership Team Work Sessions:
Position Control Roster (vacancy); Observation Schedule; Class Schedule and/or Caseload, Job Description, Annual Evaluation Memorandum, Meeting/Training Date, Sample Feedback (strength/refinement), School-Level Plan, Professional Development Plan, Student Performance Data, Student/Staff Attendance, etc.

Use of the Data:
With all staff members accounted, the evaluation data is then vetted and distributed respectively:
- Human Resources
- Payroll
- School
- Department
- New Jersey Department of Education

and certified. It is recommended the evaluation data is continuously reviewed to inform professional development practice, inform staffing decisions, growth objective focus, etc.

Organizing for Success:
Preliminary agreement on areas of focus driven by the data; agreed upon role/responsibility on who will do what/when; agreed upon measurement of success; agreed upon protocol for handling area of refinement/shortcomings; agreed upon understanding of what to do with "new" learning, etc.

Response to the Data:
As Leadership Team Work Sessions are ongoing, using the opportunity to ensure all staff members are accounted:
- Observations
- Multiple Observer Status
- Pre/Post Conference
- Classroom Visitation
- Growth Objectives (2)
- Median Student Growth Percentile (mSGP)
- Signatures
- Leave of Absence
- Summative Conference, etc.

are accounted to inform professional practices and outcomes.

Annual Refresher/Monthly Training:
Annual Refresher training is required for all returning staff member. This is offered from the immediate supervisor. All evaluation requirement is reviewed for the given year. All respective Professional Educator Rubric are reviewed and unpacked for sources of evidence. The exception/data for the development of Growth Objectives are reviewed and clarified.

Monthly training is offered to "newly" hired staff members via Accountability Department. Registration is online along with all upcoming dates.
NOTE: Training must be completed prior to observations being conducted.

Verification of the Data:
Each observation round will result in a summary toward your advancement to the evaluation finish line (Dashboard). As a community of learners, we all have a role in the evaluation process. Review the requirements and updates shared during the school year. This includes, but is not limited to missing observation, missing standard, missing signature, etc. This allows for the data mining and scrubbing to produce the best outcomes and reduce a rushed and harried process.

Summer 2023

*What is the evaluation process…*Annual Planning/Goal-setting Conference?

Plan –
Participate in annual planning and goal setting conference at the beginning of the evaluation cycle with your immediate supervisor.

Provide a foundation for success and growth, clarifying timelines, evaluation expectations, and evidence collection processes for observations.
Use this time as an opportunity to collaboratively set administrator goals and determine professional development needs with your immediate supervisor.

Prioritize –
For observations, collect evidence for all domains prioritizing those that are closely connected to Administrator Goals.

Streamlines evaluation process by unifying observations and administrator goals during post conferences with your immediate supervisor.
Create targeted opportunity for growth and success in school improvement areas with your immediate supervisor.

PDP –
Align Professional Development Plan (PDP) with Administrator Goals and prioritized practice standards with your immediate supervisor.

Provides aligned focus point for personal professional development and helps attain goals and highest levels of effectiveness.

Annual Planning/Goal-setting Conference (Principal, Assistant, Vice Principal)

In Advance

1. Principal (Principal, Assistant, Vice Principal) reviews relevant **student performance data, survey results and prior evaluation feedback**
2. Principal (Principal, Assistant, Vice Principal) develops **first draft of Administrator Goals and updates Professional Development Plan (PDP)**

During the Conference

1. **Establish a Foundation for Success**
   - ✓ Reflect on the **successes and challenges of the prior year**
   - ✓ Establish **expectations** for evaluation and development process

2. **Align and Set Administrator Goals**
   - ✓ Develop a **shared understanding** of District/school goals
   - ✓ Discuss student and school data including available mSGP scores
   - ✓ Agree to administrator goals that align to school and District priorities

3. **Determine Observation Protocol**
   - ✓ Identify domains aligned to Administrator Goals
   - ✓ Identify other priority domains
   - ✓ Agree on potential sources of direct and indirect evidence for each domain – determine evidence the principal will provide and what the immediate supervisor will collect
   - ✓ Identify potential opportunities of direct observation of the principal
   - ✓ Discuss start and end dates of observation windows to capture full scope of principal's work (2-3 months per window)

4. **Identify and Align Principal's Professional Development Needs**
   - ✓ Determine professional development needs related to most recent performance evaluation, Administrator Goals and prioritized practice standards
   - ✓ Agree to appropriate Professional Development Plan (PDP) and goals

Portfolio/Binder (Collection of Evidence) –
Conduct and support observations based on a portfolio/binder of evidence collected over 2-3 months by the principal and the immediate supervisor.

Evidence collected from a variety of sources over an extended period of time may more accurately and fairly reflect the complexity of the principal's work.

Process-
Discuss observation Portfolio/Binder (Collection of Evidence), and progress on Administrator Goals and PDP goals during in-person post-observation conferences.

Dedicated coaching time is provided for feedback/discussion on progress to maximize principal's growth and development. Discussion allows for corrections and adjustments of the observation as needed.

Observers:

★ *Must be trained on all observation rubric within purview of service and job description (~NJAC 6A:10-2.2).*
★ *Must be employed in the District*
★ *Must serve in a supervisory role in the District*
★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

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Explanation of Rubric Levels for Evaluation System

The development of the explanation for the rubric levels was in response to requested clarification on the Focal Point Evaluation System scoring scale. The explanation of the rubric levels for the Focal Point Evaluation System was facilitated by the feedback and input of District Evaluation Advisory Committee (DEAC) members and colleagues within the District.

Unsatisfactory, Progressing, Proficient, and Exemplary represents the four (4) possible described categories a staff member can earn during an observation.

Unsatisfactory **Unacceptable Practice and Outcomes** *Evidence of little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement.*	**Progressing** **Inconsistent Practice and Outcomes** *Evidence of basic knowledge and implementation of performance standards. The integration of performance standards is not evident. Teacher is making progress towards proficiency.*		**Proficient** **Consistent Practice and Outcomes** *Evidence of sound knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.*		**Exemplary** **Exceptional Practice and Outcomes** *Evidence of high levels of knowledge, implementation and integration of performance standards. There is evidence of leadership initiative and willingness to model and serve as a mentor for colleagues.*	
☐ Unsatisfactory (1)	☐ Progressing I (2)	☐ Progressing II (3)	☐ Proficient I (4)	☐ Proficient II (5)	☐ Proficient III (6)	☐ Exemplary (7)
To what extent is my practice consistent in this category: • **Unsatisfactory:** Consistently unacceptable practice and outcomes with little or no knowledge and minimal implementation of performance standards.	*To what extent is my practice consistent in this category:* • **Progressing I:** Inconsistent practice and outcomes of basic knowledge and implementation of performance standards. • **Progressing II:** Progress towards consistency in practice and outcomes of basic knowledge and implementation of performance standards.		*To what extent is my practice consistent in this category:* • **Proficient I:** Inconsistent practice and outcomes of sound knowledge, implementation and integration of performance standards. • **Proficient II:** Consistent practice and outcomes of sound knowledge, implementation and integration of performance standards.		*To what extent is my practice consistent in this category:* • **Proficient III:** Consistent practice and outcomes of high levels of knowledge, implementation and integration of performance standards. • **Exemplary:** Exceptional practice and outcomes of high levels of knowledge, implementation and integration of performance standards.	

Expanded the four (4) existing categories to include seven (7) possible point options for the staff

Provides specific description on how to earn one of the options for points within a given category. The higher of each point within most of a given category of points, reflect a greater level of demonstrated practice and

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Table 1: Observations for Tenured and Non-Tenured

Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference
Principals Vice/Assistant Principals	Standards B: 1, 2, 3 C: 1, 2 Standards: A1, D1, D2 (Class and school schedule), D3 (Climate)	Standards B: 1, 2, 3 C: 1, 2, 3 Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Required for "Rated Year".

Tenured Staff (2 observations)	Round One		Round Two	Summative Conference
Principals Vice/Assistant Principals	Standards: A1, B:1, 2, 3 C: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2		Standards: E1, E2, A3, A4, B:1, 2, 3 C: 1, 2, 3 D3 (Climate), E3	Required for "Rated Year".

- ✓ At least 24 hours prior to the post-conference the observer forwards (electronically) the staff member a copy of the observation report review.
- ✓ Post conference has taken place within **7-10 work days**.
- ✓ Post conference included the review of artifacts/evidence for professional practice to support the respective observation
- ✓ All signatures are applied to each observation. Without signatures being applied a "correct" summative conference cannot be generated.
- ✓ All areas of the conference form are addressed as provided on the form during pre and post-conferences
- ✓ Summative Evaluation Conference is required and addressed as provided on the form within Media X
- ✓ **October 1st** will be used as a cutoff date to determine if a staff member will be observed using Year 1-2 or Year 3-4 guidelines
- ✓ Review the Annual Memorandum Evaluation sent to all staff with the appropriate dates.
- ✓ Principals hired after **February 1st** are required to have one long observation, with a goal setting conference and post-conference and one short observation with a post-conference conducted prior to **April 15th**. These administrators will NOT receive a final summative evaluation score.
- ✓ Administrators hired after March 15th are required to have one (1) observation conducted by April 15th. These administrators will NOT receive a final summative evaluation score.
- ✓ Tenured administrators retuning from leaves and/or sabbaticals will follow the dates and guidelines outlined above and may not receive a summative evaluation.

Read to Me!

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What does the <u>observation</u> process look like Corrective Action Plan (CAP) principals and vice principals?

Table 2: Observations for CAP Tenured and Non-Tenured Staff

Non-Tenured Staff (4 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Principals Vice/Assistant Principals	Standards B: 1, 2, 3 C: 1, 2 Standards: A1, D1, D2 (Class and school schedule), D3 (Climate)	Standards B: 1, 2, 3 C: 1, 2, 3 Standards: A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Standards B:1, 2, 3 C: 1, 2, 3 Standards: E1, E2, A3, A4, D3 (Climate), E3	Required for "Rated Year".

Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Summative Conference
Principals Vice/Assistant Principals	Standards: A1, C: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Standards: C: 1, 2, 3 E1, E2, B:1, 2, 3 A3, A4, D3 (Climate), E3	Standards: A1, B: 1, 2, 3 D1, D2 (Class and school schedule), D3 (Climate) A2, A3, D1(Budget), D2 (Time Management), E1, E2	Required for "Rated Year"

With the mSGP score, if an educator's summative rating is Partially Effective or Ineffective, then a CAP must be created to replace the PDP within 25 working days following the District's receipt of the summative rating, which will be provided by NJDOE through the Evaluation Information System (EIS). In order to ensure educators with CAPs receive all the necessary supports they are sent to the Assistant Superintendent and the Legal Department for review and final approval. Educators on a CAP must:

- ✓ Remain on the CAP until they receive their next summative rating.
- ✓ Receive a mid-year evaluation to discuss progress towards goals outlined in the CAP; and,
- ✓ Receive at least one observation in addition to the number normally required.
- ✓ Educators should receive the additional observation for every year they are on a CAP, even if the CAP only applies to part of the year.

*What is the evaluation process…***multiple measures***?*

Student/Program Growth Objective Average (Principal, Assistant, Vice Principal)

- ✓ **Student/Program Growth Objective Average:** This measure is an average of every teacher's S/PGO rating for the year with the school.

- ✓ **Student Growth Percentile** means a specific metric for measuring individual student progress on statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Tested grades/subjects: 4-7 mathematics and 4-8 ELA in areas such as ELL, SPED, General Education, push-in, pull-put, etc. This measure is the median score of all the SGPs scores in a school.

- ✓ Long-term or leave replacement substitutes under contract in the district who are currently working toward earning tenure or may soon be working toward earning tenure in the district should be evaluated in the same manner all contracted teachers are evaluated in the District. These scores where applicable will be included in the SGP scores for the school.

- ✓ **Administrator Goals:** These aligned goals are set by principals in consultation with their Chief School Administrators/Assistant Superintendent each year. Local districts have discretion to determine the total number of goals (between one and four) that each administrator sets. Assistant and vice-principals may set the same goals as the principals or may set others that more closely reflect their responsibilities within the school. A wide variety of measures may be used for Administrator Goals and goals that maintain a sustained focus over multiple years are encouraged.

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Table 4: Student Growth Objective Quality Rubric

Excellent	Good	Fair	Inadequate	Resources
RATIONALE FOR SGO/STANDARDS CHOSEN				
Includes **all or most** standards for which the teacher is responsible during the instructional period.[1]	Includes **at least half of** the standards for which the teacher is responsible during the instructional period.	Includes **some of the standards** for which the teacher is responsible during the instructional period.	Includes few of the standards for which the teacher is responsible during the instructional period.	SGO Guidebook Effective Assessments Module Assessment Design Modules SGO Exemplars
Articulates how the **majority of selected standards** are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are **critical to enduring understanding** of the subject area, success in future classes, and readiness in college, career, and life.	**Articulates how some selected standards** lead to future success.	Does not **justify** how the standards chosen lead to future success or does so poorly.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules SGO Exemplars
ASSESSMENTS				
Aligns **all items**[2] to the chosen standards taught during the SGO period. All critical standards[3] have multiple items.	Aligns **most items** to the chosen standards taught during the SGO period. **Most** critical standards have multiple items.	Aligns **some items** to the chosen standards **taught during the SGO period. Some** critical standards have **multiple items.**	Aligns few or no items to the chosen standards. Critical standards are not identified and have few items.	SGO Guidebook SGO 2.1 Presentation
Range of rigor **accurately** reflects rigor of instruction, content, and skills of course.	Range of rigor **mostly** reflects rigor of instruction, content, and skills of course.	Range of rigor **somewhat** reflects rigor of instruction, content, and skills of course.	Range of rigor does not reflect rigor of instruction, content, and skills of course.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules
Highly accessible to all students regardless of background knowledge, cultural differences, or special needs.	**Mostly accessible** to all students regardless of background knowledge, cultural differences, or special needs.	**Somewhat accessible** to all students regardless of background knowledge, cultural differences, or special needs.	**Disadvantages certain students** because of background knowledge, cultural differences, or special needs.	SGO Guidebook SGO 2.1 Presentation Assessment Design Modules
Assessment design is **consistently** high quality. Includes rubrics, scoring guides, and/or answer keys for all items, **all of which** are accurate, clear, and thorough.	Assessment design is **mostly** high quality. Includes rubrics, scoring guides, and/or answer keys for **all** items, **most of which** are accurate, clear, and thorough.	Assessment design is of **moderate** quality. Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.	Assessment design is of low quality in virtually all aspects of design.	SGO Exemplars Effective Assessment Module Assessment Design Modules
Teachers of the same subject matter /grade level **use a common summative assessment**[4]	Teachers of the same subject matter/grade level's summative assessments **are similar but not** the same.	Teachers of the same subject matter/grade level's **summative assessments of the same standards are different.**	Teachers of the same subject matter/grade level assess different standards in different ways.	Effective Assessment Module Collaborative Teams Toolkit SGO 2.1 Presentation SGO Guidebook

Table 4: Student Growth Objective Quality Rubric

Excellent	Good	Fair	Inadequate	Resources
COLLABORATION				
Most, or all, key decisions[5] were made collaboratively between teachers (and/or teachers and administrators).	**Many** key decisions were made collaboratively between teachers (and/or teachers and administrators).	**Some** key decisions were made collaboratively between teachers (and/or teachers and administrators.	Few or no key decisions are **made collaboratively by teachers (and/or teachers and administrators.**	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Mid Course Check In
TRACKING PROGRESS AND REFINING INSTRUCTION				
Standards are assessed in a way that growth is logically measured and is regularly monitored **with instruction adjusted accordingly** throughout the school year.	Standards are assessed in a way that growth is logically measured and **is regularly monitored** throughout the school year.	Standards are assessed in a way that **growth is logically measured logically** throughout the school year.	Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given.	SGO Guidebook SGO 2.1 Presentation Collaborative Teams Toolkit SGO Integration Tool Effective Assessments Module Data-Driven Decisions Module Assessing and Adjusting SGOs
Common assessments are used as checkpoints in measuring growth.[6]	Common assessments are used in measuring growth.	Common assessments are **rarely used** in measuring growth.	**Commons assessments** are not in use in measuring growth.	Collaborative Teams Toolkit Effective Assessments Module Data-Driven Decisions Module
STARTING POINTS/SCORING PLAN				
Multiple, **high quality** measures of baseline data are used to determine student starting points.	**Multiple** measures of baseline data, the **quality of which may vary,** are used to determine student starting points.	A single measure of **high quality** is used to determine student starting points.	A single measure of low quality **is used to determine student starting points.**	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
Student learning targets are differentiated to be ambitious and achievable for **all or nearly all students.**	Student learning targets are differentiated to be ambitious and achievable for a **majority of students.**	Student learning targets **are differentiated to be ambitious and achievable for some students.**	**Student learning targets** are not differentiated or are set too low.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook
"Full attainment" **accurately reflects** a teacher's *considerable* impact on student learning. . "Exceptional attainment" **clearly exceeds the objective set.**	"Full attainment" **somewhat reflects** a teacher's impact on student learning. "Exceptional attainment" of the SGO does little to reflect the teacher's impact on student learning.	"Full attainment" **loosely reflects** a teacher's impact on student learning. "Exceptional" was easily attained by a less than ambitious scoring plan.	"Full attainment" is too low or too high to accurately **represent** a teacher's *considerable* impact on student learning.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook Assessing and Adjusting SGOs
Scoring range is **justified by analysis** of baseline data and the rigor of the assessment	Scoring range is **implied** by presented baseline data and the rigor of the assessment.	Scoring range is **somewhat reflected** by baseline data and the rigor of the assessment.	Scoring range is not reflected by baseline data and the rigor of the assessment.	SGO Guidebook SGO Exemplars SGO Excel Scoring and Tracking Workbook

Student Growth Percentile (Principal, Assistant, Vice Principal)

- ✓ **Student Growth Percentile** is part of a principal/AP/VP evaluation when the leader has been: • Assigned to schools attended by more than 20 separate students who took the grade 4-8 language arts or grade 4-7 math assessment; and • Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the assessment, according to the data submitted by the district in its State Submission.
- ✓ Assigned by **October 15** to a school attended by more than 20 separate students who take the 4th-8th-grade Language Arts or 4th-7th-grade state test.
- ✓ Assigned to qualifying students reported as having attended the school for one full year prior to the administration of the test, according to the data submitted by the district in its State Submission.

Median Student Growth Percentile (mSGP) scores provided by the Department will be translated from a 1 – 99 into a 1 - 4 score according to the conversion chart below and then used in a summative rating.

mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating	mSGP Score	Evaluation Rating
1 – 20	1.0	35	2.5	50	3.0	65	3.5
21	1.1	36	2.5	51	3.0	66	3.5
22	1.2	37	2.6	52	3.0	67	3.5
23	1.3	38	2.6	53	3.0	68	3.6
24	1.4	39	2.7	54	3.0	69	3.6
25	1.5	40	2.7	55	3.0	70	3.6
26	1.6	41	2.8	56	3.1	71	3.7
27	1.7	42	2.8	57	3.1	72	3.7
28	1.8	43	2.9	58	3.2	73	3.7
29	1.9	44	2.9	59	3.2	74	3.8
30	2.0	45	3.0	60	3.3	75	3.8
31	2.1	46	3.0	61	3.3	76	3.8
32	2.2	47	3.0	62	3.4	77	3.9
33	2.3	48	3.0	63	3.4	78	3.9
34	2.4	49	3.0	64	3.4	79	3.9
						80 - 99	4.0

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Teach. Lead. Grow.

2019-2020 Course Roster Verification and Submission

Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th to 7th-grade Math. As explained in several previous communications, the accuracy of each educator's mSGP score is entirely dependent upon the accuracy of the district course roster submission to the Department of Education. This submission lists the students assigned to each teacher for that school year. **The integrity of the mSGP measure of the evaluation system relies on course roster accuracy, which can only be verified at the local level prior to the certification of their official submission. Districts that do not take steps to ensure roster accuracy may provide incorrect summative evaluation data and may even face potential litigation from teachers who receive incorrect scores.**

Roster Data Best Practices
In order to provide the most accurate roster data, districts should strongly consider the following steps shared by several New Jersey districts as best practices:

- Maintain accurate local student information system (SIS) throughout the school year to reflect the realities of enrollment and course section assignments, as these systems serve as the source data used for mSGPs and for many Student Growth Objectives (SGOs).
- Ensure school and district leaders collaborate to establish an efficient process for verifying all course roster data and making appropriate local corrections prior to the end of the school year. This will provide district data managers with ample time to compile district submissions with teacher-verified data when teachers are more easily accessible.
- Utilize the third observation post-conference or annual summary evaluation conference as an opportunity for each teacher to review and correct their course rosters within local district data files as needed.
- Participate in the NJ SMART Course Roster Submission Practice Period from **April 13 to June 30, 2020**. This practice window allows time for districts to prepare data, reach out for technical assistance to the NJ SMART Help Desk as needed, and ensure the submission meets the appropriate technical quality when the official window opens in the summer. Early participation in the practice window will also allow districts to use the NJSMART "Click-by-click Guide to the Roster Verification Process."
- Upload, correct, and certify the official Course Roster Submission between **July 6 and August 3, 2020**.

The Department will link 2019-2020 district Course Roster Submission data with 2020 student level SGP values for each qualifying individual teacher to determine his/her mSGP score. These 2019-2020 mSGP score reports will be accessible to districts along with final summative ratings following the school year.

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Administrator Goals (Principal, Assistant, Vice Principal)

✓ **Administrator Goals:** These aligned goals are set by principals in consultation with their Chief School Administrators/Assistant Superintendent each year. Local districts have discretion to determine the total number of goals (between one and four) that each administrator sets. Assistant and vice-principals may set the same goals as the principals or may set others that more closely reflect their responsibilities within the school. A wide variety of measures may be used for Administrator Goals and goals that maintain a sustained focus over multiple years are encouraged.

In consultation with the superintendent, a principal/AP/VP sets between 1-4
achievement goals for the students in his/her building (Administrator Goals),
using such measures as:

- Advanced Placement scores
- SAT, ACT scores
- College acceptance rates
- HSPA scores
- Annual measurable objectives (AMOs)
- Graduation rates (in schools under 80 percent)
- Nationally norm-referenced tests

Local districts have discretion to determine the total number of goals each
administrator sets. The average score among the total number of Administrator
Goals for each administrator should be calculated to determine the final rating.

Administrator Goal
340 students (40 more than last year) will successfully complete an AP course as measured by: 1. A score of 3, 4, or 5 on the AP test <u>and</u> 2. A course grade of C or better.

Administrator Goal
90% of kindergarten students will grow at least 12 sounds at each administration (winter and spring) of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or reach 25 sounds per minute by the end of the school year.

Scoring Plan				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1. Score of 3-5 on AP exam 2. Course grade of C or better	Greater than 345 students	335-345	310-334	Less than 310

Scoring Plan				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Increase 12 sounds at each DIBELS <u>or</u> 25 sounds/minute by end of year	Greater than 94%	87%-94%	75-86%	Less than 75%

Administrator Goal Form

Principals and assistant/vice principals set 1-4 administrator goals with their superintendent by October 30, each year. The following ages provide a sample goal template that districts may use or they may develop their own forms. A copy of the completed, signed form should be given to the administrator. The central office should retain a copy for personnel purposes.

Table 5: Administrator Goal Form

Name	District	Grade or Grades	Total # of Students/ # Impacted by Goal	Target Date for Completion

Focus/Rationale Establish what this goal will focus on. Describe how it is connected to student learning by providing analysis, detail or research to support the approach you plan to take.
Focus
Rationale

Measure/Baseline Data • Identify the measure this goal will address. • Provide the corresponding baseline data.
Measure
Baseline

SMART Goal Write a specific, measurable, achievable, realistic, and time-bound administrator goal.

Action Steps List the activities the administrator will engage in to drive the anticipated growth or change.

Scoring Plan
State what percentage/number will describe attainment at each level. Modify the table as needed.

Target (Effective)	Percent/Number Range that Represents Attainment at Each Level			
	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
_____ _____ _____				

Approval of Administrator Goal
Administrator and supervisor approve the goal and the scoring plan.

Administrator   _____   Signature _____   Date   _____

Supervisor _____Signature _____   Date   _____

Results of Administrator Goal
Summarize results using the established scoring plan. Delete and add columns and rows as needed.

Target	Percent/Number Achieved	Administrator Goal Score

Notes:
Describe any changes made to administrator goal after initial approval because of changes in student population, or other unforeseen circumstances, etc.

Review Administrator Goal at Annual Conference
Describe successes, challenges, and lessons learned from administrator goal. Especially reflect on the impact of your planned interventions and any related P, in the outcome of your goal.

Closure of Administrator Goal:
Administrator and supervisor acknowledge completion of this goal and its associated score.

Administrator   _____   Signature _____   Date   _____

Supervisor _____   Signature _____   Date   _____

Type of Observation Evidence	Examples (may include, but are not limited to)
Direct The principal is present and leading	• teacher post-observation conference • classroom visitation • hiring interview • Professional Learning Community (PLC), grade level meeting, School Improvement Panel (ScIP)
Indirect The principal's effect is observed indirectly, through the actions of others and artifacts (Collection of Evidence)	• a data meeting led by a teacher leader • stakeholder feedback on a survey • feedback from staff and students • state test and benchmark testing results • meeting agendas and outcomes

Reminders:

✓ ***Post- conferences are required for all observations for non-tenured and CAP staff members.*** *Required signatures are applied.*
✓ The post-observation conference must be held prior to further evaluative observations
✓ Observation conference must occur within **7-10 working days** of the observation

In Advance

1. Principal and immediate supervisor review progress of Administrator Goals and PDP
2. Principal submits additional relevant evidence and/or at the immediate supervisor's request
3. Immediate supervisor prepares observation report (draft format, allowing for updates if needed)

During the Conference

1. Discuss evidence collected/submitted during the observation window
2. Discuss progress toward Administrator Goals and PDP
3. Review school and student data (including mSGP scores, if available) to inform any course corrections in established priorities
4. Provide actionable feedback verbally and through the completed observation report
5. Provide an interim observation score as a result of feedback/discussion
6. Final Post-observation conference may be combined with the Annual Summary Conference

Annual Summative Evaluation Conference (Principal, Assistant, Vice Principal)

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for principal growth.

Summative Evaluation Conference

Annual rating cannot be determined without summative conference form being completed!

Annual performance report means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

Annual summative evaluation rating means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.

Summative Rating: conversion of the Sum of the Weighted Scores, based on the NJDOE Summative Rating Scale: "Ineffective", "Partially Effective", "Effective", or "Highly Effective"

In Advance

1. Immediate supervisor provides Principal with an observation report from the Observation Round
2. Principal submits completed Administrator Goals and PDP
3. Immediate supervisor completes a preliminary annual performance report with rating

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During the Conference

1. Discuss evidence collected/submitted regarding practice and provide a final observation score
2. Discuss attainment of Administrator Goals and scores

    Discuss SGO, mSGP (where and when applicable) average score for the building, provide a summative score, and review the preliminary annual performance report
3. Discuss progress on PDP and correlation to the feedback on the observations
4. Discuss strengths and potential areas for growth and development

At least 24 hours prior to the post-conference the observer forwards (either electronically and/or hard copy) a copy of the summative conference report review.

Practice: (Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference)
Using specific documentation (observation reports, teacher reflection, etc.) and citing specific evidence, identify and discuss:
- ✓ 1-3 areas of strength
- ✓ 1-3 areas for improvement

STEP #1

Building/Site Growth Objective Score/Administrative Goals:
Using completed Media X to generate respective Building/Site Growth Objective Score
Use evidence and supporting documentation (assessment results, etc.) for Administrative Goals:
- ✓ Successes and challenges of the process
- ✓ Lessons from administrative goals
- ✓ Steps to improve for the next school year and correlation to PDP

STEP #2

Median Student Growth Percentile
Use mSGP scores to discuss implications on summative evaluation and future professional goals:
- ✓ Relationship between mSGP scores and other components of evaluation
- ✓ Impact of score for current observation scores and student achievement measures
- ✓ Use data in PDP

STEP #3

Professional Development Plan (PDP):
Using the current PDP, discuss strategies for improving performance **next year**, such as:
- ✓ Successes and challenges on this year's PDP
- ✓ **Areas of professional development linked to information from evaluation**
- ✓ Components and implementation of **a Corrective Action Plan** if warranted

STEP #4

Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep "signature page" in the teacher's file, listing the sign-off after each observation. (Source: AchieveNJ)

STEP #4

Planning/Goal-setting Conference

In Advance
- Principal reviews relevant student performance data, survey results and prior evaluation feedback
- Principal develops first draft of Administrator Goals and updates Professional Development Plan (PDP)

During
- Reflect on the successes and challenges of the prior year
- Establish expectations for evaluation and development process
- Develop a shared understanding of district/school goals
- Discuss student and school data including available mSGP scores
- Agree to administrator goals that align to school and district priorities
- Identify standards aligned to Administrator Goals and other priority standards
- Agree on potential sources of direct and indirect evidence and if and when formal site visits will occur
- Set start and end dates of observation windows
- Determine PD needs related to most recent performance evaluation, administrator goals and prioritized practice standards and set appropriate PD goals

Post-Observation Conference(s)

In Advance
- Principal and supervisor review Administrator Goals and PDP
- Principal submits additional relevant evidence
- Supervisor prepares observation report

During
- Discuss evidence collected/submitted during the observation window
- Review progress on Administrator Goals and PDP.
- Review school and student data (including mSGP scores if available) to inform any course corrections in established priorities
- Provide actionable feedback and a completed Observation report
- Provide an interim observation score

Final Post-observation conference may be combined with the Annual Summary Conference

Annual Summary Conference

In Advance
- Supervisor provides Principal with an observation report from the final Observation Window
- Principal submits completed Administrator Goals and PDP
- Supervisor completes a preliminary annual performance report with rating

During
- Discuss evidence collected/submitted during the final observation window
- Discuss evidence collected/submitted regarding practice and provide a final observation score
- Discuss attainment of Administrator Goals and scores
  Discuss SGO average score, Evaluation Leadership Instrument, if used, provide a summative score (non-mSGP principals), and review the preliminary annual performance report
- Discuss progress on PDP
- Discuss strengths and potential areas for growth and development
- Set provisional administrator and PDP goals for the following year

Observation Window 1

Observation Window 2

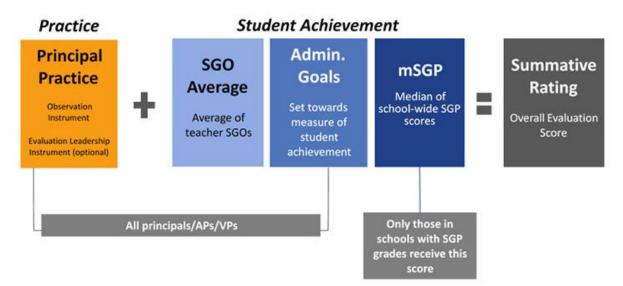Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun

Note: The timeline above would apply to a tenured principal who requires at least two observations. For non-tenured principals who require at least three observations, consider starting the first observation window close to the beginning of the administrative year to capture planning and preparation activities.

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The chart below lists the evaluation component weights for the 2023-2024 school year.

Type of Educator	Evaluation Component Weights
mSGP Teachers	• Teacher Practice: 70% • SGO: 25% • mSGP: 5%
Non-mSGP Teachers	• Teacher Practice: 85% • SGO: 15%
mSGP Principals/APs/VPs	• Principal Practice: 70% • Administrator Goals: 10% • SGO Average: 10% • mSGP Average: 10%
Non-mSGP Principals/APs/VPs	• Principal Practice: 80% • Administrator Goals: 10% • SGO Average: 10%

Practice

Principal Practice

Observation Instrument

Evaluation Leadership Instrument (optional)

+

Student Achievement

SGO Average

Average of teacher SGOs

Admin. Goals

Set towards measure of student achievement

mSGP

Median of school-wide SGP scores

=

Summative Rating

Overall Evaluation Score

All principals/APs/VPs

Only those in schools with SGP grades receive this score

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Setting Cut Scores

- In the summer of 2013, approximately 90 educators from across New Jersey worked for three days analyzing data and making contributions to the summative rating scales.

- Educators examined anonymous sample portfolios to review results from SGOs, observation ratings, and, where applicable, SGP data.

- The educators recommended the cut scores below, which the Department has chosen to adopt in full from the standard-setting committee.

Ineffective	Partially Effective	Effective	Highly Effective
1.0	1.85	2.65	3.5	4.0

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PATERSON PUBLIC SCHOOLS

Evidence Based Practice
SPOTLIGHT

Professional Practice

Principals

Evidence of Professional Practice:
Digging Deeper to Unpack Professional Educator Performance Standards

Professional Educator Rubrics and Forms are found on District's Accountability webpage.

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Section II: Directors, Supervisors and Other Administrators
(Associate Chief, Executive Director, Director and Supervisor)

What are the components of the evaluation process?

(Associate Chief, Executive Director, Director and Supervisor)

Step 2:
- ✓ **Observation**
- ✓ **Collection of Evidence**

Step 3:
- ✓ **Post-Observation Conference**
- ✓ **Feedback for Growth/Development**

Planning for Success

Step 1:
- ✓ **Pre-Conference/Annual Goal Setting**
- ✓ **Growth Objective (where applicable)**

Step 4:
- ✓ **Summative Evaluation Conference**
- ✓ **Review and Analysis of Growth**
- ✓ **Planning for Continued Improvement**

Every child deserves a **champion**—an adult who will **never give up** on them, who **understands** the power of **connection** and **insists** that they **become** the best that they can possibly **be**. **– Rita Pierson**

The good teacher **explains**. The superior teacher **demonstrates**. The great teacher **inspires**. **– William A. Ward**

Education is the most powerful weapon which you can use to **change the world**. **– Nelson Mandela**

Moment of Reflection:

What is our core business?

Students do not care how much you know until they know how much you **care**. **– Anonymous**

If you are **planning** for a year, **sow** rice; if you are planning for a decade, **plant** trees; if you are planning for a lifetime, **educate** people. **– Chinese Proverb**

A leader is one who **learns** and **knows** the way, **goes** the way and **shows** the way."**– John C Maxwell**

We have much **work** ahead, to stand still. **Mansa Musa**

Moment of Reflection:

What is our brand as a District?

We will either **find** a way or **make** one. **- Anibal Barca**

Success is not an accident; success is a **choice**. -**Stephen Curry**

Education is not preparation for life; education is **life** itself. **– John Dewey**

The **growth** and **development** of people is the highest **calling** of leadership. **– Harvey S. Firestone**

Improvement begins with I. **– Arnold H. Glasow**

Moment of Reflection:

What is my brand?

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How does the evaluation process...*FUNCTION*?

Interconnected *FUNCTION*
Evaluation process is a multi-faceted system that informs the daily impact of teaching and learning.

Use of the Data:
With all staff members accounted, the evaluation data is then vetted and distributed respectively:
- Human Resources
- Payroll
- School
- Department
- New Jersey Department of Education

and certified. It is recommended the evaluation data is continuously reviewed to inform professional development practice, inform staffing decisions, growth objective focus, etc.

Leadership Team Work Sessions:
Position Control Roster (vacancy); Observation Schedule; Class Schedule and/or Caseload, Job Description, Annual Evaluation Memorandum, Meeting/Training Date, Sample Feedback (strength/refinement), School-Level Plan, Professional Development Plan, Student Performance Data, Student/Staff Attendance, etc.

Organizing for Success:
Preliminary agreement on areas of focus driven by the data; agreed upon role/responsibility on who will do what/when; agreed upon measurement of success; agreed upon protocol for handling area of refinement/shortcomings; agreed upon understanding of what to do with "new" learning, etc.

Response to the Data:
As Leadership Team Work Sessions are ongoing, using the opportunity to ensure all staff members are accounted:
- Observations
- Pre/Post Conference
- Classroom Visitation
- Growth Objectives (2)
- Median Student Growth Percentile (mSGP)
- Signatures,
- Leave of Absence,
- Summative Conference, etc.

are accounted to inform professional practices and outcomes.

Annual Refresher/Monthly Training:
Annual Refresher training is required for all returning staff member. This is offered from the immediate supervisor. All evaluation requirement is reviewed for the given year. All respective Professional Educator Rubric are reviewed and unpacked for sources of evidence. The exception/data for the development of Growth Objectives are reviewed and clarified.

Monthly training is offered to "newly" hired staff members via Accountability Department. Registration is online along with all upcoming dates.
NOTE: Training must be completed prior to observations being conducted.

Verification of the Data:
Each observation round will result in a summary toward your advancement to the evaluation finish line (Dashboard). As a community of learners, we all have a role in the evaluation process. Review the requirements and updates shared during the school year. This includes, but is not limited to missing observation, missing standard, missing signature, etc. This allows for the data mining and scrubbing to produce the best outcomes and reduce a rushed and harried process.

Annual Planning/Goal-setting Conference
(Associate Chief, Executive Director, Director and Supervisor)

In Advance

- ✓ Administrator reviews relevant District's performance data from multiple sources, survey results and prior evaluation feedback
- ✓ Administrator develops first draft of Growth Objective (where applicable) and updates annual Professional Development Plan (PDP)

During the Conference

Establish a Foundation for Success
- ✓ Reflect on the successes and challenges of the prior year
- ✓ Establish expectations for evaluation and development process

Align and Set Growth Objectives (where applicable)
- ✓ Develop a shared understanding of district/department and school goals
- ✓ Discuss District, department, and school-level data directly correlated to assigned role/focus
- ✓ Align goal and objectives to District, department and school priorities

Determine Observation Protocol
- ✓ Identify domains aligned to goal and objectives
- ✓ Identify other priority domains
- ✓ Agree on potential sources of direct and indirect evidence for each domain – determine the Source of Evidence that will be provided
- ✓ Identify potential opportunities of direct observations based on calendar and work in assigned location
- ✓ Discuss start and end dates of observation windows to capture full scope of work (approximately 2-3 months per round)

Identify and Align Administrator Professional Development Needs
- ✓ Determine professional development needs related to most recent performance evaluation, growth objective and prioritized practice standards
- ✓ Agree to appropriate PD plan and goals. Apply relevant signatures.

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

What is the evaluation process…*Observations/Post-observation Conference?*

Portfolio/Binder (Collection of Evidence) –
Support observations based on a portfolio/binder of evidence collected over approximately 2-3 months.

Evidence collected from a variety of sources over an extended period of time more accurately and fairly reflects the complexity of the administrator's work.

Process-
Discuss observation Portfolio/Binder (Collection of Evidence), and progress on goals and objectives, PDP goals during in-person, and post-observation conferences.

Dedicated coaching time to provide feedback and discuss progress maximizes administrator's growth and development. Discussion allows for corrections and adjustments in the focus of the evaluation process as needed.

Observers:

★ *Must be trained on all observation rubric within purview of service and job description (~NJAC 6A:10-2.2).*
★ *Must be employed in the District*
★ *Must serve in a supervisory role in the District*
★ *Must possess an administrative certificate (supervisor, principal, or administrator endorsement)*

Observations/Post-observation Conference
(Associate Chief, Executive Director, Director and Supervisor)

Type of Observation Evidence	Examples (may include, but are not limited to)
Direct The administrator is present and leading	• team meeting facilitation • classroom visitation • hiring interview • Professional Learning Community (PLC), grade level meeting, School Improvement Panel (ScIP)
Indirect The administrator's effect is observed indirectly, through the actions of others and artifacts	• a data meeting led by a teacher leader • stakeholder feedback on a survey • feedback from staff and departments • CST meetings and follow-up sessions • meeting agendas and outcomes

In Advance

✓ Administrator and immediate supervisor review progress towards growth objectives and PDP
✓ Administrator submits additional relevant evidence at the immediate supervisor's request

During the Conference

✓ Discuss evidence collected/submitted during the observation window
✓ Discuss progress toward growth objectives and PDP
✓ Provide actionable feedback verbally and through the completed observation report
✓ Final Post-observation conference may be combined with the Annual Summary/Summative Evaluation Conference

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

What does the <u>observation</u> process look like tenured and non–tenured supervisors and central office administrators?

Table 6: Observations for Tenured and Non-Tenured Supervisors and Central Office Administrators

Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference
Supervisors	Standards: 1, 2,	Standards: 3, 4,	Standard: 5	Required for "Rated Year"
Tenured Staff (2 observations)	**Round One**		**Round Three**	**Summative Conference**
Supervisors	Standards: 1, 2,		Standard: 3, 4, 5	Required for "Rated Year"

Non-Tenured Staff (3 observations)	Round One	Round Two	Round Three	Summative Conference
Central Office Administrators	Standards: 1 and 2	Standards: 3 and 4	Standards: 1, 2, 3, 4	Required for "Rated Year"
Tenured Staff (1 observation)	**Round Three**		**Summative Conference**	
Central Office Administrators/Staff	Standards: 1, 2, 3, 4		Required for "Rated Year"	

✓ At least 24 hours prior to the post-conference the observer forwards (electronically) the staff member a copy of the observation report review.
✓ Post conference has taken place within **7-10 workdays**.
✓ Post conference included the review of artifacts/evidence for professional practice to support the respective observation
✓ All signatures are applied to each observation. Without signatures being applied a "correct" summative conference cannot be generated.
✓ All areas of the conference form are addressed as provided on the form during pre- and post-conferences
✓ Summative Evaluation Conference is required and addressed as provided on the form within Media X
✓ **October 1st** will be used as a cutoff date to determine if a staff member will be observed using Year 1-2 or Year 3-4 guidelines
✓ Review the Annual Memorandum Evaluation sent to all staff with the appropriate dates.
✓ Principals hired after **February 1st** are required to have one long observation, with a goal setting conference and post-conference and one short observation with a post-conference conducted prior to **April 15th**. These administrators will NOT receive a final summative evaluation score.
✓ Administrators hired after March 15th are required to have one (1) observation conducted by April 15th. These administrators will NOT receive a final summative evaluation score.
✓ Tenured administrators retuning from leaves and/or sabbaticals will follow the dates and guidelines outlined above and may not receive a summative evaluation.

Read to Me!

What does the <u>observation</u> process look like Corrective Action Plan (CAP) supervisors and central office administrators?

Table 7: Observations for CAP Tenured and Non-Tenured Supervisors and Central Office Administrators

Non-Tenured Staff (4 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Supervisors	Standards: 1, 2,	Standards: 3, 4,	Standard: 3, 5	Standard: 3, 4, 5	Required for "Rated Year"

Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Summative Conference
Supervisors	Standards: 1, 2,	Standard: 3, 4, 5	Standard: 3, 4, 5	Required for "Rated Year"

Non-Tenured Staff (3 observations)	Round One	Round Two Mid-Year CAP Review	Round Three	Round Four	Summative Conference
Central Office Administrators	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Required for "Rated Year"

Tenured Staff (2 observations)		Round Two Mid-Year CAP Review	Round Three	Summative Conference
Central Office Administrators/Staff		Standards: 1, 2, 3, 4	Standards: 1, 2, 3, 4	Required for "Rated Year".

In order to ensure educators with CAPs receive all the necessary supports they are due, please the Legal Department. Educators on a CAP must:

- ✓ Remain on the CAP until they receive their next summative rating;
- ✓ Receive a mid-year evaluation to discuss progress towards goals outlined in the CAP; and,
- ✓ Receive at least one observation in addition to the number normally required.
- ✓ Educators should receive the additional observation for every year they are on a CAP, even if the CAP only applies to part of the year.

Associate Chief, Executive Director, Director

1. Program Delivery (newly updated)
Quality program support using a comprehensive approach.

2. Develops Staff
Develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

3. Leadership
Establishes and Maintains a Shared Vision of Success

4. Effective Management
Manages Resources Effectively

5. Professionalism
Maintains Positive Relations with District and Community

Supervisor

1. Instructional Program Delivery

   Supervisors prepare for quality instructional program support using a comprehensive approach.

2. Staff Development

   Supervisors develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

3. Leadership

   Supervisors deliver quality services to promote *each* student's academic success and well-being.

4. Effective Management

   Supervisors increase the probability of advancing *each* student's academic success and well-being.

5. Professional Responsibilities

   Supervisors have a responsibility to parents, students, the district, the public and to the education profession.

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

*What is the evaluation process...***Student Achievement***?*

<div style="background-color: yellow;">

Student/Program Growth Objective Average
(Associate Chief, Executive Director, Director and Supervisor)

</div>

Student Growth Objective Average (assigned based on school assignment): This measure is an average of every teacher's S/PGO rating for the year with the school.
- ✓ NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

Program Growth Objective (developed in consultation with immediate supervisor):
- ✓ A large majority of the program/department data sources are represented that correlates to District/school/student needs
- ✓ Start and stop dates include large portion of the school year
- ✓ Reference program/department at the most specific level of state standard(s)/statues, regulations, etc.
- ✓ Include a significant portion of program/department data sources addressed during the SY
- ✓ Multiple high-quality measures are used to determine program/department starting points
- ✓ All selected area of focus has at least 2-3 credible data source to verify need and focus
- ✓ Highly connected to Cabinet level goals for the School Year
- ✓ NOTE: Certificated Supervisors exclusively assigned to Central Office will be required to develop a Program Growth Objective. Complete on or before October 31st.

Table 8: Program Growth Objective Form

PROGRAM GROWTH OBJECTIVE FORM

AchieveNJ

Name	School	Assignment	Time-frame

Rationale

Name the content standards covered, state the rationale for choosing the Program Growth Objective, including background as necessary. Name and briefly describe the format of the assessment method.

Rationale:

Why?

Starting Points

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Why?

Program Growth Objective

Describe measurable and specific goal.

Scoring Plan

Goal	Attainment Level in Meeting Growth Objective			
	Percentage of Students			
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Approval of Program Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____   Date Submitted_____

Signature_____   Date Approved _____

Evaluator _____   Signature _____

Results of Program Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

% Students at Target Score	Program Growth Objective Score
Not Applicable. PGO	

Notes

Describe any changes made to Program Growth Objective after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review PGO at Annual Conference

Describe successes and challenges, lessons learned from PGO about teaching and student learning, and steps to improve PGOs for next year.

Teacher _____   Signature _____   Date _____

Evaluator _____   Signature _____   Date _____

*What is the evaluation process… **Annual Summative Evaluation Conference/Annual Summary Conference?***

Annual Summative Evaluation Conference
(Associate Chief, Executive Director, Director and Supervisor)

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for administrator growth.

In Advance

✓ Administrator and immediate supervisor review progress towards growth objectives and PDP
✓ Administrator submits additional relevant evidence at the immediate supervisor's request

During the Conference

✓ Discuss evidence collected/submitted during the observation window
✓ Discuss progress toward growth objectives and PDP
✓ Provide actionable feedback verbally and through the completed observation report
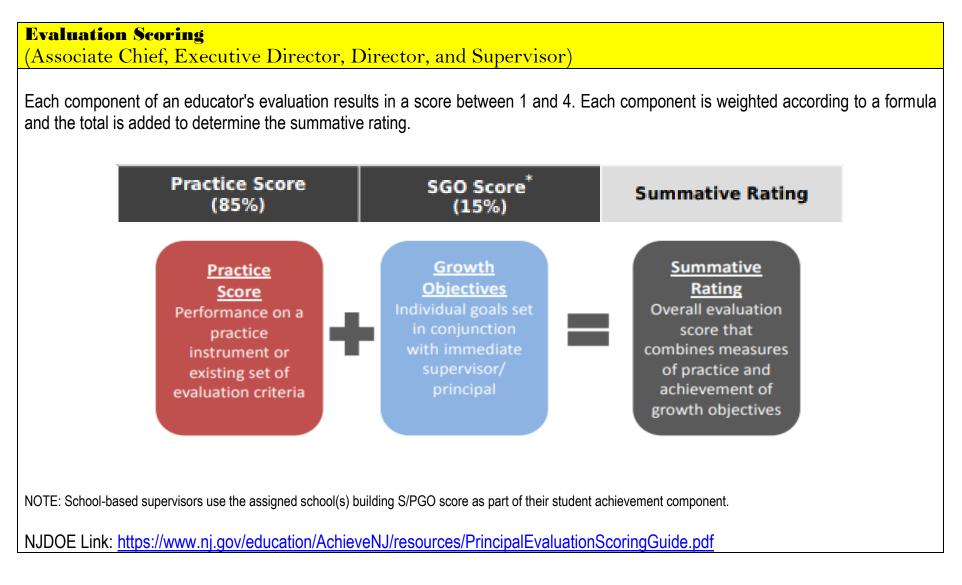✓ Final Post-observation conference may be combined with the Annual Summary/Summative Evaluation Conference

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

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*What is the evaluation process… **Annual Summative Evaluation Conference/Annual Summary Conference?***

Annual Summative Evaluation Conference
(Associate Chief, Executive Director, Director and Supervisor)

At least 24 hours prior to the post-conference the observer forwards (either electronically and/or hard copy) a copy of the summative conference report review.

Practice: (Ensure all observations are signed by both parties. Ensure all observations are included in the summative conference)
Using specific documentation (observation reports, teacher reflection, etc.) and citing specific evidence, identify and discuss:
- ✓ 1-3 areas of strength
- ✓ 1-3 areas for improvement

STEP #1

Growth Objective Score:
Use evidence and supporting documentation (assessment results, etc.) for Growth Objectives:
- ✓ Successes and challenges of the process
- ✓ Lessons from administrative goals
- ✓ Steps to improve for the next school year and correlation to PDP
- ✓

STEP #2

Professional Development Plan (PDP):
Using the current PDP, discuss strategies for improving performance **next year**, such as:
- ✓ Successes and challenges on this year's PDP
- ✓ **Areas of professional development linked to information from evaluation**
- ✓ Components and implementation of **a Corrective Action Plan** if warranted

STEP #3

Observation Signatures: Observers/building administrators should ensure they have the proper documentation for each required observation in the teacher's personnel file by the time of the summary conference – including observer and teacher signatures. Districts using electronic records for observation reports keep "signature page" in the teacher's file, listing the sign-off after each observation. (Source: AchieveNJ)

STEP #4

*What is the evaluation process…***Evaluation Scoring?**

Evaluation Scoring
(Associate Chief, Executive Director, Director, and Supervisor)

Each component of an educator's evaluation results in a score between 1 and 4. Each component is weighted according to a formula and the total is added to determine the summative rating.

Practice Score (85%)	SGO Score* (15%)	Summative Rating
Practice Score Performance on a practice instrument or existing set of evaluation criteria	**+** **Growth Objectives** Individual goals set in conjunction with immediate supervisor/ principal	**=** **Summative Rating** Overall evaluation score that combines measures of practice and achievement of growth objectives

NOTE: School-based supervisors use the assigned school(s) building S/PGO score as part of their student achievement component.

NJDOE Link: https://www.nj.gov/education/AchieveNJ/resources/PrincipalEvaluationScoringGuide.pdf

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Summer 2023

*What is the evaluation process...***Evaluation Scoring?**

Setting Cut Scores

- In the summer of 2013, approximately 90 educators from across New Jersey worked for three days analyzing data and making contributions to the summative rating scales.

- Educators examined anonymous sample portfolios to review results from SGOs, observation ratings, and, where applicable, SGP data.

- The educators recommended the cut scores below, which the Department has chosen to adopt in full from the standard-setting committee.

Ineffective	Partially Effective	Effective	Highly Effective
1.0	1.85	2.65	3.5	4.0

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PATERSON PUBLIC SCHOOLS

Professional Practice

Administrators

Evidence of Professional Practice:
Digging Deeper to Unpack Professional Educator Performance Standards

Professional Educator Rubrics and Forms are found on District's Accountability webpage.

==Professional Educator Rubrics are found on the District's Accountability webpage.==

What is a performance rubric? A performance rubric is a summary rating scale that describes acceptable performance levels for each of the performance standards in relation to **instruction/program expectations** for the school/department. Spend time with your immediate supervisor and colleague to unpack sources of evidence for the respective rubric.

It is important to consider the question of:

- *What is expected* of the staff member
- *How will we know* if the staff member is fulfilling the performance standard.

During an observation, the rubric is used to guide the observer in determining and documenting:

How well a standard is performed and achieved in relation to the instruction/program expectations for the school/department?

Instructional and/or Program Model

Do you know **what is expected of you**?

- **This is the basis for your observation along with adherence to the curriculum/supports to learning**

- **This is the basis for the feedback you will receive from your observer**

  - Feedback **must** reinforce the **instructional and/or program model**, **direct and explicit reference** should be made to these areas for **all** observations.

Unpacking Standards: Identifying Quality Evidence

JIGSAW METHOD **(90-120 minutes)**:

1. Collaboratively review/ brainstorm what is your understanding of respective standard (discussion/warm-up segment)
2. Turn to the actual standard and review each indicator (Jigsaw Method)
3. Within each indicator list and explain the jointly determined evidence for each indicator with the given standard (Use rubric to support evidence collection along with your instructional model/program model)
4. Record your/team's evidence for ***each sub-category*** of the given standard
5. Identify who/individuals that will share evidence for each sub-category
6. All others will listen/take notes for all other standards/indicators
7. Be prepared to cite evidence to support reflective scenarios/question and answer. Reference the instructional/program model used within your school/department.

"Education is the most powerful weapon we can use to change the world."

— Nelson Mandela

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