

Trenton Public Schools**2017-2018 Teacher Evaluation Process****Overall:**

Important Note: AchieveNJ requires every observer to complete two co-observations. The first co-observation is to be completed by December 1 and the second by March 1. Both observers need to be present at the pre-observation conference, observation and the post-observation conference. Co-observers should provide one final observation score based on consensus following a discussion about the observation and what the evidence has demonstrated. All administrators will be required to sign a Statement of Assurance indicating that they have completed each required co-observation.

Non-Tenured

- Teachers in years 1-4 will receive 3 *short* (at least 20 minutes each) observations.
- Teachers who were rated partially effective or ineffective during the prior school year must be placed on a Corrective Action Plan (CAP) for the 2017-2018 school year. These teachers must receive 4 *short* (at least 20 minutes each) observations.

Tenured

- Teachers who were rated effective or highly effective in the prior school year will receive 2 *short* (at least 20 minutes each) observations. However, if the first observation in the current year is ineffective, the teacher would receive one additional short (at least 20 minutes) observation.
- Teachers who were rated partially effective or ineffective during the prior school year must be placed on a Corrective Action Plan (CAP) for the 2017-2018 school year. These teachers must receive 3 *short* (at least 20 minutes each) observations and should adhere to the evaluation timeline for non-tenured instructional staff.

I. Directions:

1. Multiple observers are required for non-tenured teachers, teachers on Corrective Action Plans and recommended for tenured teachers.
2. Teachers and administrators will schedule pre and post conferences.
3. Pre-observations will only be scheduled for announced observations. Guiding questions for the pre-observation conference may include:
 - *What are your learning outcomes for this lesson? What do you want the students to understand? How will you engage the students in the learning?*
 - *How will you differentiate instruction for different individuals or groups of students in the class?*
 - *How and when will you know whether the students have learned what you planned?*
 - *Is there anything that you would like me to specifically observe during the lesson?*

Teachers should not be asked to submit responses to these questions prior to the pre-observation conference.

4. Teachers upload artifacts (e.g. lesson plans, look fors and others that are relevant to the lesson plan) into the Evaluation Management System for the pre-conference.
5. Administrators complete the pre-observation form with teacher input in the Evaluation Management System.
6. Administrators complete the observation in the Evaluation Management System.

7. Teachers may review their observations in the Evaluation Management System once they are saved by the administrator. All teachers are expected to upload into the Evaluation Management System, two to three documents, one of which should be student work, in preparation for the post-conference (recommended five-day (5) period to prepare when possible).
 - Please note: Teachers are expected to maintain 7-11 artifacts in the Evaluation Management System throughout the year to support their summative evaluation that will include Domain 4.
8. The post-conference form should be completed collaboratively during the post-conference in the Evaluation Management System. (According to AchieveNJ code, the post-conference must be completed within fifteen (15) school days of the observation.)
9. Teachers are encouraged to write a reflective response to the observation using the template in the Evaluation Management System. These responses may be included in their portfolio as evidence for Domain 4a.
10. Teachers are to electronically sign each completed observation in the Evaluation Management System.
11. The Chief Talent Officer and the Chiefs of Schools will review observations on an on-going basis throughout the year.
12. Administrators will use the specific Trenton Public Schools' District Teacher Evaluation rubric for each TEA position (i.e. Teacher, School Counselor, Nurse, etc.) to evaluate the performance in each of the four domains based on the rating criteria. Please note: *Domains 1, 2 and 3 will be scored for all observations. Domain 4 will be scored independently by the Principal and will be included as part of the summative evaluation conference.*
13. N/A is not an acceptable score in any domain and may not be used.

II. Administrators' Guidance:

1. For non-tenured teachers not rated effective or highly effective in the prior school year, the three observations to be scheduled will consist of two announced and one unannounced. In addition, there is to be a final meeting to complete the annual summary conference form.
2. For tenured teachers who were rated effective or highly effective in the prior school year, the two observations will consist of one announced and one unannounced. In addition, there is to be a final meeting to complete the annual summary conference form.
3. Corrective Action Plans (CAP) must be completed in the Evaluation Management System and administrators are to use the drop-down menus in the development of the plan. CAPs should be limited to two to three focus areas at a time. If the mSGP results in a teacher being placed on a CAP, the CAP must be developed within fifteen calendar days following receipt of the score.
4. If a teacher is on a CAP, the additional observation must be announced and scheduled.
5. Once an observation is scheduled, the observation should be completed on the scheduled date/time unless there is a necessary reason to reschedule the observation.
6. Specific comments based on evidence are to be included in each section. Observers are cautioned to avoid subjective commentary.
7. Cite evidence from both teachers' and students' actions in the classroom.
8. Observers' comments should promote teacher reflection (i.e. observer poses questions or identifies topics for teacher to consider) and provide at least one actionable step for the teacher with a recommended timeline.
9. ***Recommendations are required*** for all ratings of 1 and 2 so that teachers are aware of what is necessary for improvement.
10. Upon completion of the observation, observers are to provide a narrative summary of the observation, including strengths, areas for improvement, and recommendations.
11. If situations arise with meeting expected timelines with individual teachers, administrators should consult with their Chief of Schools for guidance.

III. Best Practice Tips:

1. The goal of formal observations is to provide feedback to teachers in order to support them in improving their practice. **Using the Danielson Framework for Teaching ensures that all teachers receive consistent feedback and support aligned with the District's expectations for teaching practice.** The goal is to enhance instructional practice that yields increased student achievement.
2. In order for teachers to receive the maximum benefit, it is important that all teachers be given the opportunity to participate in pre-observation and post-observation conferences. This allows all teachers a chance to share their goals for the lesson prior to the observation and time to reflect upon their performance after the lesson.
3. Upon completion of the observation and post-observation conference, teachers should be given opportunities for additional professional development based on their areas of need. Support may include, but is not limited to the following: District's Professional Development offerings; support from supervisor, school-based instructional specialist, regional achievement center instructional specialist, other school-based teacher or administrator.
4. For teachers on Corrective Action Plans, administrators must utilize the board approved Corrective Action Plan document denoting domains, teacher responsibilities and administrative support.
5. Arrangements should be made to ensure that observations occur in classrooms that are supporting students with disabilities and students whose first language is not English.