Observation and Summative Evaluation Overview

TENAFLY PUBLIC SCHOOLS
2018-19 SY

September 25, 2018
Overview of Observation and Summative Practices, 2018-19 SY

Congratulations on a fabulous opening to the 2018-19 school year!

The entire district remains committed to a focus on high-quality instruction, student achievement, and healthy learning climates. Our administrative team is enthusiastic and excited for what is sure to be another successful year in the Tenafly Public Schools.

Our district is dedicated to reviewing teacher and educator performance in ways that comply with and support the current goals and standards of the State of New Jersey, specifically those outlined in AchieveNJ. These include:

- Conducting observations and summative evaluations according to their respective definitions
- Utilizing the Danielson Framework, and each respective rubric, as a tool for dialogue, collaboration, and measuring teacher growth
- Providing meaningful feedback to all faculty at all levels of performance while promoting faculty practices of self-reflection, innovation, and creativity in order to meet the standards of instruction
- Welcoming feedback from the TEA and TASA on this topic for the purposes of reflection and enhancement to practices

The observation/evaluation process of the Tenafly Public Schools is designed to promote dialogue and collaboration between faculty members and our administrative team. Inherent in this process is the opportunity for self-reflection. Our process is intended to emphasize collaboration and self-reflection as key elements of professional growth.

It is our intent to make all of our procedures related to AchieveNJ as transparent and smooth as possible for all faculty and administrators. The current observation and evaluation process is outlined throughout the remainder of this overview. Additional resources are available on the NJDOE’s AchieveNJ website. Please review this information thoroughly and be sure to reach out to your immediate supervisor for any clarification and/or with concerns or questions you may have. There is no question too small or concern too insignificant.

Yours in Education,

Shauna
Note: The Tenafly Public Schools will comply with all current requirements of AchieveNJ for the purposes of Observation, Summative Evaluation, and End-of-Year Performance Score Reporting. The Tenafly Public Schools will continue to utilize the Genesis Staff Portal for the purposes of communication regarding Observations and Summative Evaluations.

Observation Process:

- All observers will be employed by the Tenafly Public Schools and serving in a supervisory role in the district, under an administrative certificate.

- All teachers will have multiple observers during the observation process.

- Those with tenure who are working under certificates that do not have requirements under Achieve NJ will be evaluated at least once/year by a supervisor or principal.

- Those who are non-tenured and working under certificates that do not have requirements under Achieve NJ will be evaluated three times/year and have multiple observers.

- All Tenured teachers working 40% or more of the school year receive 2 observations and one summative. At least one observation must be announced and preceded by a pre-conference at least one (1), but not more than seven (7) days prior to the observation.

- All Non-tenured teachers working 40% or more of the school year receive 3 observations and one summative. At least one observation must be announced and preceded by a pre-conference at least one, but not more than 7 days prior to the observation.

- Any teacher working less than 40% of the school year receive ONE LESS observation.

- Any teacher working under a CAP (Corrective Action Plan) will receive one more observation than is required (3 for Tenured; 4 for Non-Tenured)

- A tenured teacher should be observed no more than once/semester, except in unusual circumstances which will be discussed with the teacher. All attempts will be made to ensure that no two observations are closer than 30 days apart.
- A non-tenured teacher will be observed once in one semester, and twice in the other semester, except in unusual circumstances which will be discussed with the teacher. All attempts will be made to ensure that no two observations are closer than 30 days apart.

- Under no circumstance will an additional observation take place prior to the post-conference of the prior observation.

- Observers will schedule the observations and related conferences (where applicable) via the Genesis Staff Portal. Faculty members will complete (when applicable) and submit the pre-observation form.

- Observations will be no less than 20 minutes in length, as per Achieve NJ.

- At the pre-conference for announced observations, discussion will be had between the faculty member and the evaluator about the areas of focus that he/she is working on this year/at this time. The faculty member is encouraged to share examples of their work and growth in these areas.

- A post-conference will follow all observations, unannounced and announced, within 15 days of the observation date.

- Following the observation, the faculty member is expected to complete and submit the Post Observation form via Genesis. This will be reviewed by the Observer prior to the post-conference.

- Prior to the post-conference, a draft of the observation report will be made viewable to the faculty member. The faculty member is expected to review this thoroughly prior to the post-conference.

- During the Post-conference, Teacher and observer discuss data and evidence collected from observation on Domains I, II, and III, as well as additional evidence brought to the conference related to the district’s teacher practice instrument and the teacher’s Professional Development Plan (PDP) or progress on a Corrective Action Plan (CAP), where applicable.

- At this post-conference, changes may be made to the observation draft report in order to create a final report.

- One report is required per observation, signed (electronically via Genesis) by the observer who conducted the observation, then by the observed teacher.

- Upon receipt of the report, the observed faculty member is expected to read the report thoroughly.
− The teacher has the right to include a written objection (rebuttal) to the observation report within ten days of the post-conference.

− Domain IV will be formally assessed during the summative evaluation, not during the observation process.

− If an observer enters a classroom for an unannounced observation, it is not an option for a teacher to say “Today is not a good day for me to be observed.” However, if an observer enters a classroom to conduct an unannounced observation and determines that it is not the best time to conduct such, then he/she may leave and come back at another time.

− All evaluators will conduct at least two (2) co-observations per year. The assigned observer will complete the observation report.

− In the event of an emergent situation, an observer may have to cancel an announced observation. If an emergent event arises, such as a crisis or an illness, the observer will take all possible measures to communicate this to the faculty member as far in advance of the scheduled observation as possible. A new date/time will then be determined. The same holds true if the faculty member has an emergent situation that cannot be avoided and results in the cancellation of the observation.

Summative Evaluation Process

− Following the completion of all required observations and SGOs, the assigned evaluator will complete the summative evaluation process for their assigned faculty members.

− Content teachers in grades 6-12 will have their Summative Evaluation completed by their content supervisor.

− K-5 teachers will have their Summative Evaluation completed by their building principal.

− Certificated Faculty working under non-teaching certificates will have their Summative Evaluation completed by their building principal or supervisor.

− Prior to the summative evaluation conference, each faculty member is expected to review his/her observation reports from this school year and reflect upon his/her overall performance in each of the four domains of the Danielson Rubric so this may be discussed in the summative evaluation conference.
- Special attention should be given to those areas of the rubric that may have been of focus in this year’s post-conferences. These can be helpful in determining PDP goals for the 2019-20 school year.

- At the summative evaluation conference, faculty performance and SGOs will be discussed and evidenced.

- Each faculty member is encouraged to arrive to the summative evaluation conference with sources to demonstrate completion of his/her PDP Goals and Student Growth Objectives. This may include student samples to evidence student pre-assessment and post-assessment processes, as well as data indicating pre-assessment scores, post-assessment scores, and calculation of student growth.

- If, for a given reason, a faculty member has not completed his/her SGO calculations at the time of his/her summative evaluation conference, a separate meeting will be scheduled by the evaluator to review this portion of the summative evaluation.

- The final calculations of summative evaluations will be based on the most current percentages as outlined by Achieve NJ and signed by the evaluator and the faculty member.

- These scores will be submitted to the state of NJ as required annually by law.

- All teachers receiving a mSGP score will be notified of any changes to their summative evaluation score following the release of the mSGP scores for the 2018-19 school year. Any effect the mSGP has upon a summative evaluation will be documented in the summative evaluation report and shared with the teacher.

2018-19 PDPs and SGOs

- The evaluator assigned to a faculty member’s 2018-19 summative evaluation is the administrator who is responsible for working with the faculty member on the composition of his/her 2018-19 PDP and SGO requirements.

- All PDPs and SGOs for the 2018-19 school year must be completed and approved by the assigned administrator on/before October 31, 2018.

- Teachers receiving a median SGP score (mSGP) must teach 4th-8th grade LAL and/or 4th – 7th gr. Math.
- To receive a mSGP score, teachers must teach/co-teach a class with a course roster of at least 20 different students enrolled for at least 70% of the school year and must instruct the course for at least 60% of the year prior to the standardized assessment.

- Teachers without a mSGP score must set two (2) SGOs; Teachers with a mSGP score will set one (1) SGO.

- Any modifications to 2018-19 SGOs must be made by February 15, 2019 and must be submitted by the faculty member’s assigned administrator to the Superintendent for approval.

- The following is a non-exhaustive list of situations that may warrant adjusting SGOs:
  - The teacher's schedule or assignment has changed significantly.
  - Class compositions have changed significantly.
  - New, higher-quality sources of evidence are available, e.g. baseline data or SGO assessments.
  - An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning (e.g. prolonged school closure).
  - The teacher has an extended leave of absence.
  - Closer inspection of the SGO has revealed flaws in its construction that make it impossible to use as an appropriate measure of teacher effectiveness.

- All teachers working under an instructional certificate with an assigned roster of students and teaching at least one course are required to set SGOs. It is recommended that SGOs be set by teachers who have at least nine (9) weeks of continuous instruction with a given class of students.

- For teachers with less than nine (9) continuous weeks of instruction, SGOs can be set for as much time is available and provided that the teacher has an opportunity to have significant impact on students’ learning in the abbreviated amount of time.

- The administrator assigned to evaluate any teacher who will not be present for nine (9) weeks of instruction should determine whether or not sufficient time is available for the teacher to have a significant impact on students’ learning.
- Any leave-replacement teacher who is present for less than nine (9) weeks of instruction is not required to complete a SGO. If there is a possibility that the leave-replacement teachers’ time in the assignment might be extended, an SGO should be required of him/her.