



Freehold Borough School District

District Evaluation Protocols and Procedures

School Year 2021 – 2022
Developed to support Achieve NJ Regulations and Guidelines

Board Adoption Date: August 30, 2021

District Evaluation Protocols and Procedures

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AchieveNJ and New Jersey Regulations

Teacher Evaluation Overview

Comprehensive Information available at <http://www.state.nj.us/education/AchieveNJ>

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. The state may adjust the weights in the charts, located within this document in future school years to reflect lessons learned from new data and feedback from educators.

Student Achievement

Students enter classrooms at varying levels of achievement and educators deserve credit for helping them progress. AchieveNJ incorporates measures of student growth over time, and does not rely on a single snapshot of proficiency.

Student Growth Percentiles (SGPs) measure achievement gains within 4th-8th grade Language Arts and 4th-7th grade Math. Using the state standardized assessment, SGPs compare the change in a student's achievement from one year to the next to that of all other students in the state who had similar historical results (the student's "academic peers"). For teachers in tested grades and subjects, it counts for a portion of the overall evaluation rating. In order for teachers to have an SGP score, they must have 20 separate students with SGP scores, and students must be enrolled in a teacher's class for at least 70% of the year. SGPs will be provided to the District and are calculated at the state level.

Based on the August 18, 2021 NJDOE Broadcast, [Notification of Educator Evaluation Rubric Weights for 2021-2022 and Back to School Key Date Reminders](#), because of the cancellation of statewide ELA and mathematics assessments in spring 2021, the median Student Growth Percentiles (mSGP) cannot be included in the summative score of any teacher, Principal, Assistant Principal (AP) or Vice Principal (VP) for school year 2021-2022. This is outlined in Appendix D.

In addition, teachers set **Student Growth Objectives (SGOs)** for their students at the start of the year and are assessed on whether those objectives are met at the end of the year. SGOs are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. These academic goals should be aligned to standards and measured using high quality assessments of various types including locally-developed tests, performance assessments, and portfolios. Teachers of **non-tested grades** and subjects are required to set two SGOs; a teacher's ability to meet or exceed his or her SGOs counts for **15%** of the overall evaluation. Teachers of **tested grades** and subjects are required to set one or two SGOs; a teacher's ability to meet or exceed his or her SGO(s) counts for **15%** of the overall evaluation.

The simplest way to generate a score based on how many students met their target score in a tiered SGO is to assign a point value to the attainment level for each group. However, this does not take into account that the number of students in each preparedness group may significantly differ. For example, if 85 percent of students in the medium level group made their target, this might result in four points as “exceptional attainment” of the goal. However, perhaps only 65 percent of the high level group made their goal, giving a score of only “partial attainment” and two points. If both groups were of the same size, an average score of a three would fairly represent the teacher’s work. However, if there were 50 students in the medium level group and only 10 in the high level group, giving equal weight to each score does not fairly represent the overall achievement. Using a weighted score solves this problem. This can be seen in the next two tables:

Preparedness Group	Number of Students in Each Group	Percentage of Students In Each Group	Weight Assigned to Attainment Score*
Low	36/65	56%	0.56
Medium	21/65	32%	0.32
High	8/65	12%	0.12

*rounded up to produce 1.

Figure 15: Calculating weights for attainment scores based on proportion of students.

The calculated weights from Figure 15 can then be applied to the straight scores obtained as shown in Figure 16.

Preparedness Group	Number of Students at Target Score	Objective Attainment Level	Weight	Weighted score
Low	31	4	x 0.56	2.24
Medium	16	3	x 0.32	.96
High	4	2	x 0.12	.24
			Total	3.44

Figure 16: Determining a weighted score for a tiered SGO.

Teacher Practice

Teacher practice is measured by performance on a state-approved teacher practice instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations.

Non-tenured teachers will have a minimum of three required observations each year. This includes one long and two short observations with pre and post conferences. The

long observation will be announced and short observations will be unannounced. Multiple observers are required.

Tenured teachers will have a minimum of two required observations each year. This includes two short observations, one of which will be announced and requires pre and post conferences. Multiple observers are recommended.

Long observation is a minimum of 40 minutes and short observation is a minimum of 20 minutes.

Types of Observations/Evaluations

Observation Requirements Summary²

Teacher Status	Minimum Observations (at least 20 minutes each)	Multiple Observers
Non-tenured	3	Required
Tenured	2	Recommended
Corrective Action Plan	Plus One	Required

Observers

Observations are performed by trained staff. All observers must be trained on the instrument before evaluating educators and must participate in at least one co-observation throughout the year. All observers must participate in yearly "refresher" training, and superintendents or chief school administrators must certify each year that all observers have been trained. An increased number of opportunities to engage in high-quality professional conversations with trained observers will allow educators to reflect on their professional practice with more depth and clarity. Information derived from observations and post-conferences will be used to tailor professional development for each teacher.

Calculations of Summative Evaluations

The overall evaluation score combines the multiple measures of teacher practice and student growth. All New Jersey teachers earn one of four ratings: Highly Effective, Effective, Partially Effective, or Ineffective. All teachers receive individual professional development plans based on their ratings. Teachers rated Ineffective or Partially Effective work with their principals to create a Corrective Action Plan with targeted professional development for the subsequent year. To maintain tenure, all teachers (regardless of hire date) have to continue to earn a rating of Effective or Highly Effective.

Type of Educator	Evaluation Component Weights
mSGP Teacher	<ul style="list-style-type: none"> • Teacher Practice: 85% • SGO: 15% • mSGP: 0% (cancelled for SY 21-22)
Non-mSGP Teacher	<ul style="list-style-type: none"> • Teacher Practice: 85% • SGO: 15%

Teacher Practice: Based upon a specified minimum classroom observations using a State-approved, research-based practice instrument. Teachers present for less than 40% of the total school days in an academic year must have at least one observation.

Student Growth Percentile: A measure of how much a student improves his or her state standardized assessment score from the previous year as compared to academic peers across the state. Applicable to 4th-8th grade English Language Arts and 4th-7th grade Math teachers only.

Summative Rating: A calculation using component scores and State-defined weightings to produce the final evaluation score for a given school year.



Linkages to Tenure, Recognition, and Professional Support

Under AchieveNJ, teachers must consistently demonstrate that they are effective instructors through multiple observations of their practice as well as student growth. Non-tenured teachers hired and Board-approved after August 6, 2012 must be rated Effective or Highly Effective at least twice in their second, third, and fourth years of teaching in the district to be eligible to earn tenure. Likewise, to maintain tenure, teachers must consistently earn ratings of Effective or Highly Effective.

Below are the State approved performance levels:

Ineffective	Partially Effective	Effective	Highly Effective	
1.0	1.85	2.65	3.5	4.0

Even though earning and retaining tenure for demonstrated effectiveness is built into the new tenure law, districts are encouraged to recognize teachers who consistently demonstrate high levels of performance in other ways, too. Providing these teachers leadership opportunities, asking them to build professional development teams, and supporting their growth inside and beyond the classroom are some ways that districts can recognize and value these educators.

In order to provide a targeted support system that will help all teachers increase their effectiveness, AchieveNJ requires that a teacher's professional development be linked to the results of annual evaluations. Teachers with Partially Effective or Ineffective summative ratings must receive more intensive supervision through a Corrective Action Plan (CAP). Once these teachers have increased their summative ratings to at least the Effective range, they no longer require a CAP. However, in circumstances where a tenured teacher's rating does not improve despite extra professional support, they may lose their tenure.

How TEACHNJ Applies to Various Positions

		Components of TEACHNJ								
		EVALUATION SYSTEMS		OTHER GROWTH & DEVELOPMENT SYSTEMS			TENURE DECISIONS			
		More Robust Eval. Including Rubric w/ 4 Rating Categories**	SciP Conducts Evals. & Supports Growth	Mentoring Program Req. by Law	Ongoing PD / Individual PD Plan	Corrective Action Plan (CAP)	4-yr Timeline for Tenure Acquisition*	Tenure Acquisition Linked to Eval. Rating*	Tenure Revocation Triggered by Eval. Rating***	Streamlined Arbitration Process
Types of Positions	All Teaching Staff Members*	Teacher (holding and working under instructional certificate)	✓	✓	✓	✓	✓	✓	✓	✓
		Principal, VP/AP (holding position & has administrative certificate)	✓			✓	✓	✓	✓	✓
		Supervisor	✓			✓	✓	✓		✓
		School Nurse, Athletic Trainer	✓			✓	✓	✓		✓
		Counselors, Therapists	✓			✓	✓	✓		✓
	Other Staff	Secretarial & Custodial Staff								✓
		Teacher at State Institution/ Katzenbach								✓

*If board-approved after 8/6/12

** Highly Effective, Effective, Partially Effective, Ineffective

*** As an example, earning 2 Ineffective ratings on the annual summative evaluation triggers tenure revocation charges

Tenure Acquisition

Any teaching staff member hired (board-approved) after the August 6, 2012 signing of TEACHNJ is eligible to earn tenure after four years. There is no longer board discretion for earlier tenure. Teaching staff members hired prior to August 6, 2012 are grandfathered into the previous three-year tenure eligibility process.

The four years can include:

- Four consecutive academic years, together with employment at the beginning of the next succeeding academic year (e.g. staff member starts the first day of the 2012-2013 school year and continues employment through to the first day of the 2016-2017 school year);
- Four consecutive calendar years (e.g. staff member starts mid-year on October 1, 2012 and continues employment through October 1, 2016); or
- The equivalent of more than four academic years within a period of any five consecutive academic years (e.g. staff member starts the first day of the 2012-2013

school year, takes 2 months of leave, and works more than 2 months into the 2016-2017 school year).

Tenure Revocation

The process for removing tenure for inefficiency has also been revamped under the law. For teachers, principals, APs, and VPs, inefficiency-related tenure revocation decisions are now based upon the outcome of evaluations, specifically triggered by multiple years of Ineffective and/or Partially Effective summative ratings. As depicted in the chart below, the TEACHNJ law outlines the consecutive summative rating combinations that result in a superintendent's discretion or directive to file a charge of inefficiency against an employee:

Summative Rating A	Summative Rating B (Consecutive)	Action
Ineffective	Ineffective	The superintendent shall file a charge of inefficiency.
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent may file a charge of inefficiency or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (i.e., the third consecutive), the superintendent shall file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	

Evaluation of Other Educators

Although evaluation rubrics for educators other than teachers and principals (e.g. nurses, librarians, supervisors, etc.) may differ based on their specific roles, all educators in certificated positions in New Jersey must be appropriately evaluated.

While a number of educators in public schools are not classroom teachers, they play very important roles in the overall educational development of students. These educators provide academic and personal counseling, serve on Child Study Teams, and support athletic programs. Their roles include library/media specialists, school nurses, school psychologists, school social workers, occupational therapists, in addition to many other positions important to our state's schoolchildren. Together, these roles constitute nearly 20% of certificated educators. All New Jersey students deserve to attend schools with high-quality professionals serving in these positions, and all of these professionals deserve meaningful opportunities for growth.

Given that roles such as educational services staff, counselors, and other specialists have varied job descriptions in districts across the state, the creation of common evaluation practice instruments is difficult. As a result, the Department adopted the following positions on the evaluation of these positions:

Districts will continue to have great latitude in evaluating staff members in these roles. Districts can choose to continue existing practice, adopt or adapt instruments from instrument providers, or create their own. Districts are encouraged to utilize growth objectives for staff members in these roles as appropriate, and will need to meet the statutory requirements listed above.

Throughout the school year, the Department will:

- Identify and share best practices from other states and large districts;
- Partner with stakeholder organizations such as the New Jersey School Counselor Association and the New Jersey Speech-Language Hearing Association in the development of evaluation recommendations;
- Make resources available through web links, broadcast memos, and other communications; and
- Consider possible additions to regulations for future years.

Freehold Borough School District Evaluation Protocol

Evaluation Tool – Marzano Focused Teacher Evaluation Model

Information available at <http://www.marzanoevaluation.com> and <http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/marzano/>

The Marzano Focused Teacher Evaluation Model is based on a number of previous, related works, including *What Works in Schools* (Marzano, 2003), *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001), *Classroom Management That Works* (Marzano, Pickering, & Marzano, 2003), *Classroom Assessment and Grading That Work* (Marzano, 2006), *The Art and Science of Teaching* (Marzano, 2007), and *Effective Supervision: Supporting the Art and Science of Teaching* (Marzano, Frontier, & Livingston, 2011). Each of these works was generated from a synthesis of the research and theory. Thus, the model can be considered an aggregation of the research on those elements that have traditionally been shown to correlate with student academic achievement. The model includes four domains:

- Domain 1: Standards-based Planning
- Domain 2: Standards-based Instruction
- Domain 3: Conditions for Learning
- Domain 4: Professional Responsibilities

The four domains include 23 elements: 3 in Domain 1, 10 in Domain 2, 7 in Domain 3, and 3 in Domain 4. Appendix C includes the complete breakdown of the Marzano framework.

In addition to being drawn from previous research, the specific strategies in the model have been validated in experimental/control studies and correlational studies as well as in the context of specific technologies. A defining characteristic of the model is its unique granular approach that allows for specific feedback to teachers and specific guidance to teachers that can be provided by administrators and instructional coaches. Finally, the model is designed to help teachers systematically improve on weakness in their instructional practices over an extended period of time.

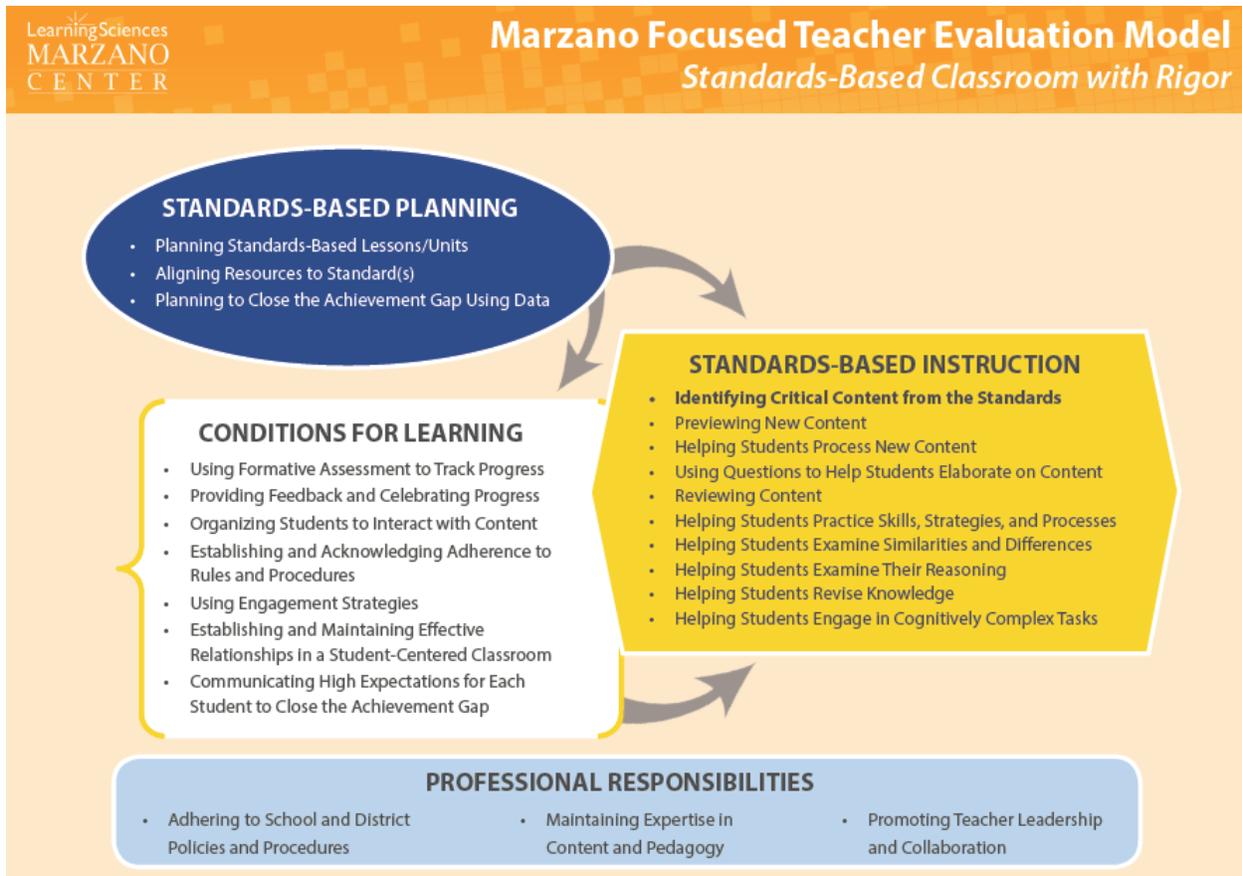
Components of Marzano Focused Teacher Evaluation Model

Domain 1: Standards-based Planning (3 elements) – 20%

Domain 2: Standards-based Instruction (10 elements) – 30%

Domain 3: Conditions for Learning (7 elements) – 30%

Domain 4: Professional Responsibilities (3 elements) – 20%



Observed Domains

For SY 2021-2022, Domains 1-4 will be observed and scored. The goal is to have the evaluation tool utilized in its entirety. Each domain is weighted as follows:
Domain 1 = 20%, Domain 2 = 30%, Domain 3 = 30%, Domain 4 = 20%.

Schedule of Observations and Observers

A schedule of observations will be completed for both staff and administration. The schedule will include all certificated and non-certificated district employees that require an evaluation. The schedule will be released to the staff in September and observations will commence thereafter. The Office of Curriculum and Instruction will release the file via email to all staff and administration.

Based on New Jersey regulations, non-tenured teachers and teachers on a CAP are required to have multiple observers. It is only recommended that tenured teachers have multiple observers. The District will follow these mandates and make the best effort possible to ensure that all staff, including tenured teachers, have multiple observers.

Any individual in the position of administrator (superintendent, director, principal/vice principal, supervisor) can perform an observation on staff members across the district. Consideration will be given to have staff members observed by their specific content area administrator, however it may not be possible in all cases.

Observation/Evaluation Procedures

Preconferences

The total number of preconferences are established at the state level and enforced by the District. Each tenured and non-tenured teacher shall have a minimum of one preconference per year.

To standardize the preconference for all staff and administration, the District will utilize a Pre-Conference Talking Points (Appendix A) to facilitate the conference. The talking points was developed by the District Evaluation Advisory Committee. Each staff member participating in a preconference must be prepared to discuss the talking points.

Preconferences may require the staff member to discuss the plans for their lesson, provide necessary information about the classroom environment, share any applicable resources that may be used during the lesson, and articulate to the administrator any

elements of focus they would like observed. Preconferences shall take place at a minimum of one (1), but can be up to seven (7) working days prior to the observation.

Observation

Tenured teachers will have a minimum of two short (20 minutes) observations. One of the observations will be announced with pre and post conferences.

Non-tenured teachers will have a minimum of three observations. This includes one long (40 minutes) announced observation with pre and post conferences. The other two observations will be short (20 minutes), both unannounced.

Teachers who are on Corrective Action Plan (CAP) will receive an additional observation above the required minimum.

During the observation, it is typical to see administration taking notes on the lesson or conferring with students during the lesson. If an administrator has questions pertaining to the lesson, they may address them with the teacher on the spot or follow up with an email or informal conference. Staff members shall receive feedback from their observations within fifteen (15) workdays from the day of the observation, and at least one (1) day before a required conference.

Acknowledgement of an observation does not represent agreement with the scores, it establishes that the staff member has read and received the observation. Observations are not final until after a post-conference has occurred.

Reflection

For SY 2021-2022, the District will require staff members to be prepared to discuss the Post-Conference Talking Points (Appendix B) during a post-conference. This form shall be completed, informally, after the administrator's visit and brought to the post-conference. The document will be retained by the teacher and need not be turned in to administrator.

Post-Conference

Following the observation, a post-conference shall be conducted to discuss the observation. Post-conferences must take place within fifteen (15) working days after the observation. For teachers who are tenured and effective, this conference can take place electronically, via email. All staff members are entitled to request a face-to-face conference with their observer to discuss the observations. Observations are not final

until after a post-conference has occurred. During the post-conference, staff members must be prepared to discuss the Post-Conference Talking Points (Appendix B).

Rebuttal Procedure

The rebuttal procedure is outlined in the collective bargaining agreement between the Freehold Borough Board of Education and the Freehold Borough Education Association. Staff members involved shall have the right to make a written rebuttal of any such report provided that rebuttal is submitted within fifteen (15) work days of receipt by the staff member of the report. The staff member shall compose a rebuttal as a separate, stand-alone document (outside of the online observation system), sign the document, and provide it to the observing administrator. This document will be attached to the observation, shared with the Superintendent of Schools, and placed in the teacher's personnel file.

Appendix A – Pre-Conference Talking Points

Pre-Conference Talking Points



Borough of Freehold Public Schools

280 Park Avenue Freehold, New Jersey 07728
P (732) 761-2135 F (732) 294-7454
www.freeholdboro.k12.nj.us

Classroom Observation Pre-Conference Talking Points

The following guidelines will serve as talking points during the Pre-Conference in preparation for classroom observation.

1. Briefly describe the students in your classroom: demographics, number of students, gender, special needs, etc.
2. Provide a brief outline of your lesson: Do Now, Homework Check, Whole Group Activity, etc.
3. What instructional strategies and/or approach will you use? Explain the rationale for these instructional strategies and/or approach. (Think-pair share, task cards, small groups, etc.)
4. What challenges have you experienced with this group? How do you deal with those challenges?

Appendix B – Post-Conference Talking Points

Post-Conference Talking Points



Borough of Freehold Public Schools

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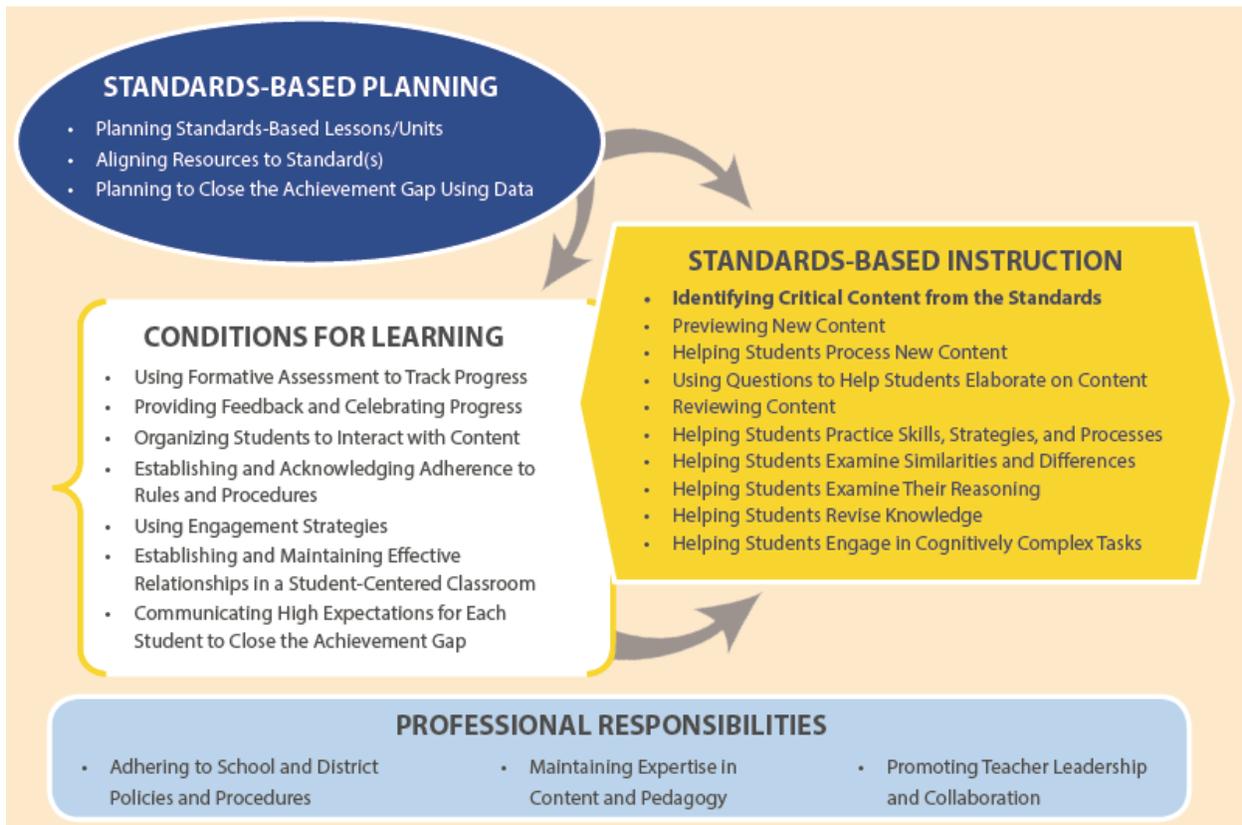
Classroom Observation Post-Conference Talking Points

The following guidelines will serve as talking points during the Post-Conference in finalizing classroom observation.

1. What do you think the strong points of the lesson were?
2. Did you accomplish the goals of the lesson?
3. Which strategies for engaging students were most successful?
4. How will student outcomes from this lesson inform your instructional plan?

Appendix C– Marzano Teacher Focused Evaluation Framework

Marzano Teacher Focused Evaluation Framework



Appendix D – Notification of Educator Evaluation Rubric Weights for 2021-2022



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: August 18, 2021
To: Chief School Administrators, Charter School and Renaissance School Project Leads
Route To: Assistant Superintendents, Chief Academic Officers, District Principals, Assistant/Vice Principals, Teaching Staff Members
From: Lisa J. Gleason, Ed.D., Assistant Commissioner
 Division of Academics and Performance

Notification of Educator Evaluation Rubric Weights for 2021-2022 and Back to School Key Date Reminders

As part of its statutory obligation to administer a system of educator evaluation, the New Jersey Department of Education (NJDOE) is committed to the continuous improvement of fair and equitable evaluations for all New Jersey educators. This includes establishing a new baseline of student growth to support districts in understanding students' starting points after the unconventional 2020-2021 school year and in recording growth over time in consecutive years. Please note the following key items regarding educator evaluation for the 2021-2022 school year:

1. Due to the cancellation of the New Jersey Student Learning Assessment (NJSLA) in school year 2020-2021, median Student Growth Percentiles (mSGP) will not be included the summative score of any teacher, Principal, Assistant Principal (AP) or Vice Principal (VP). It is anticipated that NJSLA testing will resume in the 2021-2022 school year and thus, mSGPs will once again be included in the summative score of all eligible teachers, Principals, APs and VPs for the 2022-2023 school year;
2. All other educator evaluation regulations are in effect; and
3. Pursuant to N.J.A.C. 6A:10-4.1(d) and 5.1(d), the chart below lists the evaluation component weights for the 2021-2022 school year. All teachers will have the same weighting for each component and all Principals, APs and VPs will have the same weighting for each component.

Type of Educator	Evaluation Component Weights
Teachers	<ul style="list-style-type: none"> • Teacher Practice: 85% • SGO: 15%
Principals/APs/VPs	<ul style="list-style-type: none"> • Principal Practice: 80% • Administrator Goals: 10% • SGO Average: 10%

Key Dates

Please remember these key upcoming dates and ensure that all educators are trained prior to evaluation.

- 1) All teachers, principals, APs/VPs and other certificated staff who are to be evaluated and receive summative scores must be notified of policies and procedures related to the evaluation rubrics by October 1.
- 2) [Student Growth Objectives](#), [Administrator Goals](#), [Professional Development Plans \(PDPs\)](#) and [Corrective Action Plans \(CAPs\)](#) must be in place by October 31. For educators hired after October 1, [Student Growth Objectives](#), [Administrator Goals](#), and [Professional Development Plans \(PDPs\)](#) must be in place within 25 working days of the educator's start date.