



## CAMDEN CITY SCHOOL DISTRICT TEACHER EVALUATION OVERVIEW

### Providing Meaningful Evaluation and Support to Teachers

Camden City School District (CCSD) has committed to families in Camden that our schools will help every student work toward graduating from high school, ready for college and careers. Making that commitment possible begins with great teaching in every classroom. When teachers succeed, students succeed.

Teachers who receive meaningful feedback on their classroom practice can adjust instruction and improve student achievement. Starting in the 2013-2014 school year, CCSD implemented a new teacher evaluation and support system in accordance with New Jersey’s TEACHNJ Act. This system provides educators clear expectations for excellence, feedback on performance, and aligned professional development and support.

During the 2014-2015 school year, all teachers performance and summative evaluation scores will be reviewed per state regulation.

If any tenured teacher, principal, assistant principal, or vice principal is rated ineffective or partially effective in two consecutive years that employee may be charged with inefficiency. Tenure charges must be filed for teachers who earn consecutive ineffective ratings. The charges are filed by the superintendent with the local board of education. Within 30 days of the filing, the board of education shall forward the written charges to the Commissioner, unless the board determines that the evaluation process has not been followed. After permitting the employee an opportunity to submit a written response to the charges, the Commissioner shall refer the case to an arbitrator to determine potential loss of tenure.

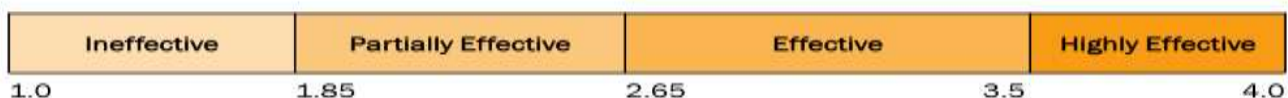
<u>Year A Rating</u>	<u>Year B (Consecutive) Rating</u>	<u>Action</u>
Ineffective	Ineffective	The superintendent <b>shall</b> file a charge of inefficiency
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent <b>may file</b> a charge of inefficiency <b>or may defer</b> the filing until the next year; in the following year (i.e., the third consecutive year), the superintendent <b>shall</b> file a charge of inefficiency if the annual rating is ineffective or partially effective
Partially Effective	Partially Effective	

Teachers who scored at the Ineffective or Partially Effective level during the 2013-2014 school year are required to complete a **Corrective Action Plan (CAP)**. This will be developed in conjunction with building administrators and will include additional observations of the teacher. This document can be found on Teachscape within the Domain 4 section.

All other teachers will continue their professional growth according to the goals identified in the individual Professional Development Plans (PDP). This document can be found on Teachscape within the Domain 4 section.

### Evaluation Overview

Teacher evaluation in Camden consists of multiple measures of a teacher’s effectiveness to paint a fair, accurate, and comprehensive picture of teacher performance. A complete evaluation consists of two main components throughout the year: Teacher Practice and Measures of Student Learning. These components, and the measures that comprise them, are weighted toward a teacher’s summative evaluation rating, depending on a teacher’s assignment as illustrated below. Teachers will receive one of four performance ratings: Ineffective, Partially Effective, Effective, or Highly Effective.



## 2014–15 Weights\*: Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,  
Language Arts Literacy and Mathematics



## TESTED GRADES AND SUBJECTS

### 2014-15 Weights\*



### Teacher Practice

Teacher Practice measures a teacher's instructional skill through regular observation and evidence collection assessed using the Danielson *Framework*. Tenured teachers receive a minimum of three observations and non-tenured receive a minimum of four observations each year. All observations are followed by a post-observation conference to provide teachers with evidence-based feedback and actionable support aligned to the Danielson *Framework*.

### Measures of Student Learning

Measures of Student Learning measure a teacher's contribution to student achievement through Student Growth Objectives (SGO) and Student Growth Percentiles (SGP) when applicable. SGOs are goals for student growth and achievement that teachers and students work toward throughout the year. They should represent a *significant portion* of students enrolled and the standards taught.

There have been no changes in the requirements for SGOs in 2014-15. However, the Department encourages educators to continue to improve their SGOs so that the SGO process can increase its positive impact on teacher practice and student achievement. Working closely with educators over the past year, the Department has developed a set of recommendations to help improve the development process and value of SGOs in 2014-15. CCSD will provide an **SGO manual** to support teachers as they write and implement their SGOs. This manual will be uploaded to the district website by mid September.

For 4<sup>th</sup> – 8<sup>th</sup> grade ELA and math teachers, SGP measures achievement gains using the New Jersey Assessment of Skills and Knowledge (NJ ASK) or PARCC.

## Evaluation FAQ

### Teacher Practice Questions

#### How many observations will I receive?

All teachers will receive a minimum of three observations this school year. Non-tenured teachers will receive an additional observation for a minimum of four observations. Teachers on a Corrective Action Plan will receive at least one additional observation beyond the minimum. All teachers may receive more observations above these minimums where their supervisor or school leader deems appropriate.

#### How many observations will be announced? Unannounced?

All teachers will receive a minimum of one announced and one unannounced observation throughout the year. During the 2014-2015 school year, the first observation for all non-tenured teachers will be announced and include a pre-conference. During the 2014-2015 school year, all announced and unannounced observations for tenured teachers will be scheduled randomly.

### How long will observations last?

Teachers may receive either short observations (minimum 20 minutes), long observations (minimum 40 minutes), and/or a combination of both. Non-tenured teachers will receive a minimum of two long and two short observations. Tenured teachers will receive a minimum of three short observations. Observers may opt to increase the length of any observation.

### When will observations occur?

Observations will begin in September 2014 and will continue up until summative conferences for both tenured and non-tenured teachers. Classroom walkthroughs will occur throughout the entire school year. Observation schedules will be developed within each building and will guide completion of the observations. Observers will continue to observe and coach teachers throughout the year to provide support and coaching where necessary and to prepare for summative conferencing.

### What are power components?

Power components are critical instructional components that will be identified by the District to guide our implementation of the Danielson *Framework* and support professional development around the critical attributes necessary to ensure that we have met the standard for proficiency within the indicators. These will be communicated to all faculty and staff. While all components contained in Domains 1-4 may be assessed, these power components will help to focus our instruction, observation, feedback and professional development.

### Are there mandatory conferences following an observation?

Yes, all observations will be followed by a post-observation conference within 10 days of the observation in which the observer and the teacher will discuss evidence collected during the observation and areas of teacher strength and weakness aligned to the Danielson *Framework*.

### Will my long and short observation be scored?

All observations will be scored based on the evidence collected during the observation and additional evidence collected since the previous observation. At the end of the year, scores from all observations throughout the year are averaged at the domain level and then weighted appropriately to produce an overall Teacher Practice rating of 1-4. Individual observation scores can be accessed in Teachscape.

### What are walkthroughs?

Walkthroughs are quick checks of classroom practice, typically lasting between five and 15 minutes. They provide additional evidence toward teacher and student progress in between formal observations. Walkthroughs do not count as observations, and are not scored or followed by post-observation conferences, but are an extra opportunity for teachers to demonstrate progress and receive feedback.

### Are all Domains weighted the same?

Domains are weighted differently as part of the summative evaluation score with emphasis placed on those Domains that have the most direct impact on student achievement. Domain 1-20%, Domain 2-30%, Domain 3-30%, Domain 4 20%.

### Domain 1: Planning and Preparation and Domain 4: Professional Responsibilities are difficult to assess through classroom observations. How will I be assessed in these Domains?

Evaluators should collect material inside and outside of the classroom to assess these domains. **Teachers should also be proactive in gathering the documents that demonstrate their proficiency in these areas.** Examples of evidence for these domains may include, but not be limited to:

- A. Domain 1: Planning and Preparation- lesson and unit plans, planned instructional materials and activities, and assessments can all be used by observers during each observation round to assess proficiency on Domain 1. Additionally, observers may collect evidence during the lesson that displays effective planning and preparation.

- B. Teachers should collect items such as annotated lesson and unit plans, evidence of collaboration with colleagues on lessons, units, assessments, or data analysis.
- C. Domain 4: Professional Responsibilities- All teachers will submit a self-reflection form in Teachscape that articulates how they have worked to be proficient in each component of Domain 4 throughout the school year. Lead evaluators will review this document, in addition to other evidence collected throughout the school year, to provide a score on each component. Documents from team planning or collaboration, completed call-logs, or notes from parent-teacher meetings, and attendance records from professional development or school-based activities may be included as a additional evidence.
- D. Teachers should collect documents that reflect their commitment to our students, the district, their personal development and the profession as a whole. This may include notices and communication, sign in sheets, meeting agendas, professional development certificates or proof of attendance, records, or other evidence that demonstrates the teacher's proficiency level.

### **Who will observe me?**

Observations are conducted by principals, vice principals, and/or lead educators. All observers hold a valid administrator certificate, have been thoroughly trained on observation using the Danielson *Framework*, and have passed a proficiency exam in Teachscape. All teachers will receive observations from multiple individuals throughout the year to increase evaluation accuracy and to provide feedback and development from multiple sources.

### **Who are the lead educators, and what is their position?**

Lead educators will be school support specialists located in each building. They will be conducting walkthroughs and observations over the course of the year. They serve on the building School Improvement Panel (SciP) and provide a wide array of services designed to support teachers and the building administration in the successful implementation of the Danielson *Framework*. They will also use their individual talents to match the needs of the building with regard to working with data, unit design and lesson planning, instructional practice and professional development as necessary.

### **How are my observations related to my professional development?**

Observations yield valuable insights that can help teachers focus in on areas they would like to work on and improve. Post-observation conferences allow teachers to receive actionable feedback specific to their individual practice in the classroom and aligned to expectations outline in the Danielson *Framework*. In addition, trends in strengths and weaknesses across the schools and the district help to inform professional development priorities.

## **Student Learning Questions**

### **Which teachers set SGOs?**

Setting rigorous, measurable goals for students is best practice. As a result, all teachers will set rigorous SGO goals. Both SGO's are to be submitted no later than October 15.

### **How many SGOs should I create?**

All teachers, regardless of grade level or content taught, should create two SGOs. Each of these should include a significant portion of the students enrolled with a teacher and a significant portion of the content and standards aligned to the course taught.

### **How will SGOs be scored?**

SGOs will be scored using goals determined by the teacher and with the scoring plan created by the teacher and approved by the building leadership. Teachers may use a variety of formative and summative assessment measures throughout the course of the year to determine student progress toward the goals. Teachers may choose to utilize a single summative assessment or a series of assessments, such as a portfolio, to measure student attainment of the goal. Given the importance of the SGO for student learning and as part of the teacher evaluation process, teachers are encouraged to use multiple measures of student achievement to score the SGO. It is recommended that teachers complete their SGO assessments by early April 2015.

### When and how will SGP be included in my score?

The NJDOE will provide SGP median scores based on your student NJASK 5-8 achievement. These will be provided in the fall of the following year. Summative scores will be calculate according to the state formula.

### How are student learning elements of evaluation related to my professional development?

The SGO process and SGP scores are two ways to gauge if students are learning important standards, curriculum, and unit objectives before leaving our classrooms. The collaboration and preparation involved in creating strong assessment and setting year-long goals pushes staff to improve their instructional planning. On the back end, data from both of these processes will allow teachers to better understand where and why students have struggled and improve on those areas in the future.

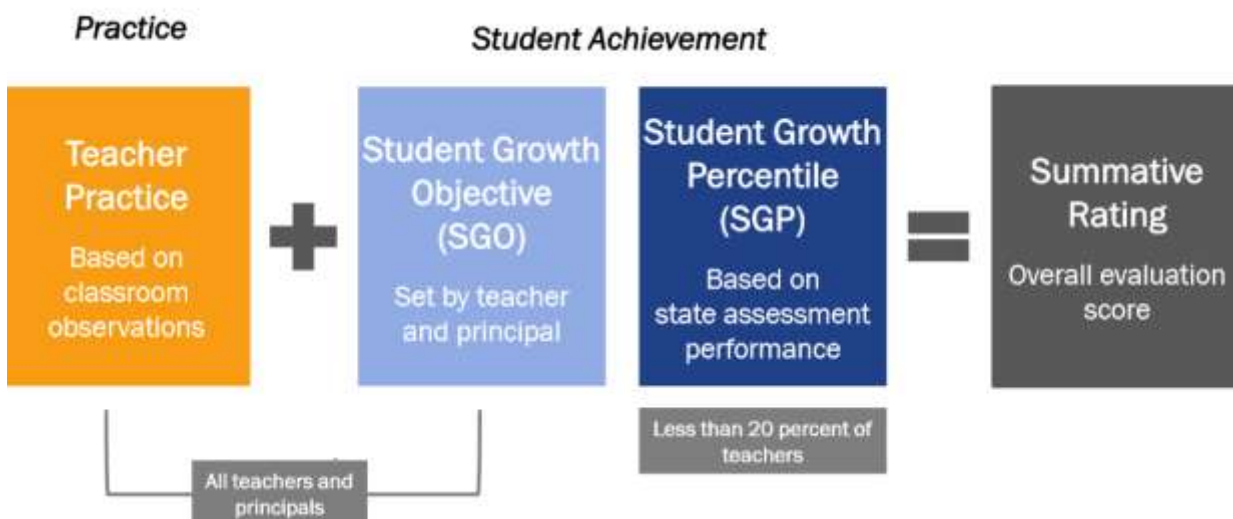
### Summative Scoring Questions

#### What is a summative conference?

A summative conference is a final opportunity for teachers to receive feedback on performance to date. During a summative conference, evaluators and teachers should discuss teacher progress and evaluation scores based on all available evidence, including SGO scores if available.

#### How will my summative evaluation score be determined?

Your summative evaluation rating will be based on the overall ratings of the available evaluation components—Teacher Practice and SGOs for teachers in non-tested grades and subjects; Teacher Practice, SGOs and SGP for teachers in tested grades and subjects. Overall component sores will be weighted accordingly when calculating a summative score.



Component	Teachers with no SGP			Teachers with SGP		
	Score	Weight	Weighted Score	Score	Weight	Weighted Score
Teacher Practice	2.6	80%	2.08	2.6	70%	1.82
SGOs	4	20%	.8	4	20%	.8
SGP	--	---	--	3	10%	.3
Sum of weighted Score			<b>2.88</b>			<b>2.92</b>



## What does the high level overview of the evaluation process look like for 2014-2015?

### 2014-2015 Evaluation Timeline

September	October	November	December	January	February	March	April	May
Observations Begin	Complete SGO	Observations continue, gather data to inform SGO, Revise SGO as necessary,					Conclude SGO, Prepare for Conference	Summative Conferences, Evaluation Score

## Teachscape FAQ

### What changes have occurred in Teachscape?

The format for accessing your profile and documents, referred to as the workflow, has been altered to make it more user-friendly. Here you will see that all observations will be completed using the same option; there are no longer separate files for long or short observations.

## 2014/15 Recommended Single Evaluation Plan

Lead Evaluator: NJ Sample Principal ( Manage Reviewers ) ( Change Evaluator ) Evaluation Summary

Classroom Observation 1	Evaluator: NJ Sample Principal	Rename	Duplicate
Classroom Observation 2	Evaluator: NJ Sample Principal	Rename	Duplicate
Classroom Observation 3	Evaluator: NJ Sample Principal	Rename	Duplicate
Domain 1 Planning and Preparation	Evaluator: NJ Sample Principal	Rename	Duplicate
Domain 4 Professional Responsibilities	Evaluator: NJ Sample Principal	Rename	Duplicate
Teacher Self-Assessment	Evaluator: NJ Sample Principal		
Student Growth Objective #1	Evaluator: NJ Sample Principal		
Student Growth Objective #2	Evaluator: NJ Sample Principal		
Student Growth Percentiles	Evaluator: NJ Sample Principal		
Summative Conference and Forms	Evaluator: NJ Sample Principal		

### What is the acknowledge button?

This new option allows you to review your observation prior to meeting with your observer and communicate with him or her that you have done so. Simply click on the “ACKNOWLEDGE” button and an email will be sent to your observer notifying him or her of your review. Acknowledging receipt of the observation does not signify that you agree with evidence or scoring. This feature also allows the practitioner to add brief comments about the review.



### Can I add comments to an observation?

All faculty and staff will be able to add additional comments or a narrative to each observation. Within the workflow of each observation will be the option to complete an “Observation Response and Acknowledge.” This is typically completed after the post-observation conference and allows the teachers to clarify, add, or respond to any aspect of the observation or conference that is necessary.

