

# Stronge Teacher Effectiveness Performance Evaluation System

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## 1. Evaluative criteria

### **Performance Standard 1: Professional Knowledge**

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

### **Performance Standard 2: Instructional Planning**

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

### **Performance Standard 3: Instructional Delivery**

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

### **Performance Standard 4: Assessment of/for Learning**

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

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### **Performance Standard 5: Learning Environment**

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

### **Performance Standard 6: Professionalism**

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

### **Performance Standard 7: Student Progress**

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state- provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

*Note: In NJ, Standard 7 is replaced the SGO process and not used for the Observation portion of the Teacher Evaluation "pie"*

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### 2. Rubrics:

(note that "Effective" is in bold as the expected level of performance)

(note that there is only one rubric per Standard):

Highly Effective	Effective	Partially Effective	Ineffective
The teacher maintains performance, accomplishments, and behaviors that <u>consistently and considerably surpass</u> the established standard.	The teacher meets the standard in a manner that is <u>consistent</u> with the school's mission and goals.	The teacher often performs <u>below</u> the established standard or in a manner that is <u>inconsistent</u> with the school's missions and goals.	The teacher consistently performs below the established standards or in a manner that is inconsistent with the school's missions and goals.
<b>Exceptional Performance</b> <ul style="list-style-type: none"> <li>Sustains high performance over period of time</li> <li>Behaviors have strong positive impact on learners and school climate</li> <li>Serves as role model to others</li> </ul>	<b>Proficient Performance</b> <ul style="list-style-type: none"> <li>Meets the requirements contained in job description as expressed in evaluation criteria</li> <li>Behaviors have positive impact on learners and school climate</li> <li>Willing to learn and apply new skills</li> </ul>	<b>Below Acceptable Performance</b> <ul style="list-style-type: none"> <li>Requires support in meeting the standards</li> <li>Results in less than quality work performance</li> <li>Leads to areas for teacher improvement being jointly identified and planned between teacher and evaluator</li> </ul>	<b>Unacceptable Performance</b> <ul style="list-style-type: none"> <li>Does not meet requirements contained in job description as expressed in evaluative criteria</li> <li>Results in minimal student learning</li> <li>May result in employee not being recommended for continued employment</li> </ul>

### 3. Recommendations regarding observation procedures:

- Recommend teachers be observed at least three times per year
- "Long" observation is minimum of 40 minutes or one class period
- "Short" observation is minimum of 20 minutes
- Additional observations recommended, at building administrator's discretion
- Observations include a post-conference

### 4. Recommendations for "behind the scenes" (i.e., unobservable criteria) data:

- Observations are considered ONE method of learning about teacher performance (in addition to documentation logs maintained by teacher)
- Evaluations must contain multiple data sources such as:

Documentation Log	<ul style="list-style-type: none"> <li>Includes both specific required artifacts and teacher-selected artifacts</li> <li>Artifacts provide evidence of meeting selected performance standard</li> <li>Provides teacher with opportunity to demonstrate quality work</li> </ul>
Student Surveys	<ul style="list-style-type: none"> <li>Teachers survey their students using one of four survey instruments</li> </ul>



# Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content and the developmental needs of students by providing relevant learning experiences.

## LOOK FOR:

1. Content knowledge & Pedagogical Content Knowledge (PCK) through instruction; turn-key opportunities for PD & “best practices”
2. Teacher understands connections between all content areas
3. Participates in on-going instructional improvement & self-reflection (workshops); Well read - Keeps up with current content
  - Attending professional development
  - 21st century skills
  - Collegial observations
4. Turn-key opportunities for PD & “best practices”
5. Provides relevant, appropriate lessons/activities based on knowledge
  - Supportive materials/resources
  - Demonstrates process of research to find info.
  - Knowledge of IEP’s
  - Meets with CST
  - Problem Based Learning
6. Alignment of curricula with lesson plans
  - Assessing the “why” of all lessons
7. Understands stages of student development
  - Promotes different styles of learning
  - Uses age-appropriate materials/examples

- “Just Right” books
- Uses current instructional strategies
- Anchor charts
- Differentiation
- Can scaffold questions

**RED FLAGS:**

1. Off topic
2. Confusion of factual material
3. Not working across content areas
4. Dated and inflexible teaching methods
5. Incorrect information
6. Lessons/activities do not reflect grade level curricula, CCCS, career-readiness goals, and other student developmental concerns
7. Lesson activities do not match objectives or are unclear

# Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

## LOOK FOR:

1. Uses a variety of appropriate instructional strategies, technologies, and assessments, e.g., differentiates instruction
  - Structurally sound scaffolding & lesson development
  - Deliberately plans student grouping
  - Connects lesson to previous knowledge, units, and current global concerns
2. Clearly outlines lesson plans with current standards, strategies, and techniques with mindful attention to student needs skill levels
  - Thoughtful essential questions and objectives stated to guide student learning
  - Assessment-driven instruction with appropriate benchmarks
3. Develops formative and summative assessments
  - Study guides/review sheets
4. Engages in collaborative planning
  - Communicates with aides, speech specialists, reading specialists, CST, other teachers, librarian, and guidance
  - Common assessments
5. Reflection of prior lessons
6. Addresses Bloom's Taxonomy

## **RED FLAGS:**

1. No differentiation or flexibility when needed
2. Not connected to lesson objective, essential questions, curriculum, or standards
3. No lesson plan; unprepared for lesson
4. Lessons fail to reflect current student body, curriculum, and/or standards
5. Disjointed, incomplete, or disorganized lessons
6. No relevant resources/materials at hand
7. No formative/summative assessments
8. Fails to follow pacing charts/guidelines



# Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

## LOOK FOR:

1. Demonstrates and allows for a variety of instructional strategies
  - Differentiation
  - Modeling
  - Scaffolding
  - Hands on / guided learning
  - Learning styles
  - Student grouping
  - Appropriate manipulatives / materials
2. Student engagement
3. Utilization of technology
4. Monitors / adjusts instruction based on student understanding
5. Well paced instruction
6. Stays on topic
7. Provides authentic learning activities
8. Addresses Bloom's Taxonomy
9. Allows students to explore/make connections
10. Student centered learning
12. Delivery reflects planning

13. Teacher is engaged

14. Demonstrates positive reinforcement

**RED FLAGS:**

1. Whole group only; lecture-driven or teacher-dominated instruction

2. Does not demonstrate or allow for a variety of instructional learning strategies

3. Unprepared for lesson

4. No higher level thinking encouraged

5. Unclear communication or lack of student-teacher engagement

6. No assessment of learning

7. Lack of encouragement/reinforcement

8. Outcome of instruction not clear or related to objective, standards, and/or curriculum

# Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

## LOOK FORS:

1. Frequent formative/summative assessments
2. Variety of assessments (types/forms)
  - Differentiated based on student need
  - Pre/post tests when appropriate
  - Essays, projects, multiple choice, verbal, portfolios, etc.
  - Conferences with students (logs)
  - Timed vs. processed reading & writing across contents
3. Provides for timely student and parent feedback
4. Communication with parents (emails, report cards, newsletter)
5. Analysis of results
6. Use data / scores – NJASK, etc.
7. Uses assessment data to guide instruction
8. Appropriate use of rubrics

## **RED FLAGS:**

1. No evidence of assessment
2. Limited types of assessment
3. Ineffective measures for assessing
4. Lack of communication among students, parents and/or staff
5. Lack data/report card comments, etc.
6. No evidence of modifications in lessons, tests to reflect student needs
7. Students cannot demonstrate understanding of material
8. No revised lesson planning in accordance to assessment results

# Standard 5: Learning Environment

The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

## **LOOK FORS:**

1. Anchor charts displayed are relevant and updated
2. Student work is represented on bulletin boards
3. Opportunities for student collaboration
4. Established, consistent routines
5. Teachers as facilitators
6. Materials are organized, updated & pertinent to learning
7. Warm/welcoming environment that creates a sense of community
8. Provide opportunities for risk-taking
9. Students are clearly aware of expectations and responsibilities
10. Organized classroom

## **RED FLAGS:**

1. Lack of classroom management/routines/procedures
2. Teacher directed environment is not conducive to learning
3. Student work is not displayed
4. Unorganized classroom and materials



# Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

## LOOK FOR:

1. Continuous improvement
  - Participates in PLCs, PD, team meeting, continues education
2. Is reflective
3. Affiliated w/professional organizations
4. Seeks leadership opportunities
5. Involvement in school/district culture
  - activities, committees, clubs, athletics, trips
6. Collaborates with colleagues
7. Mentors
8. Behaves in an ethical manner
9. Punctuality
10. Is a positive role model
  - fair, patient, understanding and respectful

## **RED FLAGS:**

1. Keeps isolated
2. Not involved in activities outside of the classroom
3. Has a negative attitude
4. Does not share or collaborate
5. Rarely volunteers
6. Not Punctual
7. Poor communication skills
8. Improper use of social media
9. Disrespectful



# Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

## LOOK FORS:

1. Using data for school improvement
2. Establishing baseline data
3. Analyzing data
4. Discussing data w/colleagues/parents
5. Evidence of student reflection (i.e., portfolio revision)
6. Evidence of student success (individual)
  - Pre/post tests
  - Mid-terms / finals
7. Opportunities for students to demonstrate growth
8. Consistently review student progress using various methods
  - Conferencing, email, assessment reviews, etc.
9. Know your students' ability levels based on performance
10. Ongoing assessments
  - Formative assessments, portfolios, etc.
11. Developing checklists, rubrics, etc. to establish expectations and measure progress

12. Teaching content reflects student gains

**RED FLAGS:**

1. No data – no clear record keeping or measuring
2. Speak in general terms regarding student improvement (individual vs. group)
3. Lack of improved learning outcomes
4. Failure to understand the value of data analysis
5. Not focused on District or SMART goals
6. Demonstrates lack of knowledge regarding individual students strengths/weaknesses
7. Lack of documentation and/or communication of student progress and challenges

# Documentation Log Worksheet

Teacher's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Department: \_\_\_\_\_

STANDARD	DOCUMENTATION (3-5 per standard)	TIMEFRAME
<p>1. Professional Knowledge</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● Explanation and proof of the results of the completed Professional Growth Plan (replacement for PIP)</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● List of Instructional activities/strategies (when and how they were used – projects, examples of differentiation)</li> <li>● PD certificate(s) earned outside of the district with a self-reflection on how you have used it in/out of the classroom.</li> <li>● Explanation of any cross-curricular activities that allowed the students to connect to real-world experiences.</li> <li>● Summary of responsibilities in a voluntary position such as Middle States Coordinator, Building Literacy Coordinator, Faculty Advisory position, etc.</li> <li>● Transcripts of coursework</li> <li>● Description and Documentation of professional organizations membership</li> <li>● Transcripts of coursework</li> <li>● Journals/notes that represent reflective thinking and professional growth</li> <li>● Samples of innovative approaches developed by teacher</li> <li>● Lesson plan with description of innovative instructional strategy</li> <li>● Samples of innovative approaches developed by the teacher</li> <li>● Annotated list of instructional strategies</li> </ul>	<p>By April 15th 2014</p>
<p>2. Instructional Planning</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● Daily lesson plan(s) and other materials for observed lessons (with standards)</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● Model lesson plan for a different class than observed (with standards)</li> <li>● Analysis of assessment</li> <li>● Data driven instruction (analysis of how data informed instruction)</li> <li>● Differentiation in lesson planning and evidence</li> <li>● Products of collaborative planning with colleagues</li> <li>● Annotated list of learning activities</li> <li>● Lesson plan which reflects cross curricular learning</li> <li>● Unit plan that reflects sequence, objectives, instructional activities, and assessments</li> <li>● Collaboration log with in-class support teacher, educational support teacher, etc.</li> <li>● Products of collaborative planning with colleagues</li> <li>● A lesson plan, project, worksheet, or activity that demonstrates differentiated instruction</li> </ul>	<p>By April 15th 2014</p>

# Documentation Log Worksheet

Teacher's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Department: \_\_\_\_\_

<p>3. Instructional Delivery</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-created handout that facilitates learning/deepens comprehension</li> <li>● An explanation of an activity that shows how technology was utilized in class to enhance student learning</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● Copy of teacher-created study guide, worksheet, handout or notes.</li> <li>● Annotated photographs of class activities</li> <li>● Self-reflection on a lesson</li> <li>● Reflective journal on current instructional performance and areas of improvement</li> <li>● Annotated samples of instructional resources used in classroom</li> <li>● List of questions asked during instruction</li> <li>● Description of a unique class activity</li> </ul>	<p>By April 15th 2014</p>
<p>4. Assessment of/for Learning</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● Results and analysis of one quarterly assessment</li> <li>● Example of student project and student work including completed and analyzed grading rubric.</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● Other examples of grading rubrics completed and analyzed.</li> <li>● Samples of Pre-Assessments and analysis of data collected</li> <li>● Modification and adjustment to instruction based on student engagement and achievement</li> <li>● Analysis of students' journals/feedback of self-reflection and self-monitoring</li> <li>● Samples of educational reports, progress reports, quarterly analysis reports</li> <li>● Examples of student work with written comments</li> <li>● Copies of learning contracts developed by/for students</li> <li>● Graphs or tables of student results</li> </ul>	<p>By April 15th 2014</p>
<p>5. Learning Environment</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● A Course syllabus (containing course outline, grading policy, and behavioral guidelines)</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● Example of creative student-centered assignment.</li> <li>● Picture of teacher and or student created bulletin board, project, or room displays.</li> <li>● Copy of peer critique sheet (to demonstrate student</li> </ul>	<p>By April 15th 2014</p>

# Documentation Log Worksheet

Teacher's Name: \_\_\_\_\_ Year: \_\_\_\_\_ Department: \_\_\_\_\_

	<p>collaboration) with student comments.</p> <ul style="list-style-type: none"> <li>● Explanation of behavior management philosophy and procedures</li> <li>● Photo of classroom</li> <li>● Forms developed and used for record keeping (classroom management)</li> <li>● Email, letter, or note of gratitude from student or parent</li> <li>● Classroom Rules</li> <li>● Schedule of daily class routines</li> </ul>	
<p>6. Professionalism</p>	<p><b><u>REQUIRED</u></b></p> <ul style="list-style-type: none"> <li>● Screenshot of and Copy/link to teacher website (created using any format)</li> <li>● Student Survey summary information (on a separate OASYS form)</li> </ul> <p><b><u>SUGGESTIONS</u></b></p> <ul style="list-style-type: none"> <li>● Certificate of Professional Development with a self-reflection on how the information was used in (or out of) the classroom</li> <li>● Copy of thank you/note of gratitude letter/email from student or parent.</li> <li>● Evidence of communication with parents and/or community</li> <li>● Record of extra-curricular activities and events within the school.</li> <li>● Evidence of assistance offered to any member of the educational team (such as co-workers, other teachers from other departments, guidance counselors, supervisor).</li> <li>● Teaching materials/contributions shared with colleagues to help further instruction.</li> <li>● Evidence or description of an innovative school initiative.</li> <li>● Summary of outreach to the community</li> <li>● Examples of collaborative work with peers</li> <li>● Thank you letter for serving as a mentor, cooperating teacher, etc.</li> <li>● Teacher's educational philosophy</li> <li>● Resume</li> </ul>	<p>By April 15th 2014</p>
<p>7. Student Progress</p>	<ul style="list-style-type: none"> <li>● Analysis of Pre-Assessment and post-assessment data and development of Student Learning Objective</li> </ul>	<p>(uploaded in to SGO section of Oasys)</p>

