

# ○ Stronge Teacher Effectiveness Performance Evaluation System

## ○ 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 by the SGO process and not used for the Observation portion of the Teacher Evaluation "pie"

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## ○ 2. Rubrics:

HIGHLY EFFECTIVE	EFFECTIVE	PARTIALLY EFFECTIVE	INEFFECTIVE
The teacher maintains performance, accomplishments, and behaviors that <b>consistently and considerably surpass</b> the established standard.	The teacher meets the standard in a manner that is <b>consistent</b> with the school's mission and goals.	The teacher <b>often performs below</b> the established standard or in a manner that is <b>inconsistent</b> 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>	<b>PROFICIENT PERFORMANCE</b>	<b>BELOW ACCEPTABLE PERFORMANCE</b>	<b>UNACCEPTABLE 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>	<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>	<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>	<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

- Includes both specific required artifacts and teacher-selected artifacts
- Artifacts provide evidence of meeting selected performance standard
- Provides teacher with opportunity to demonstrate quality work

### ○ Student Surveys

- Teachers survey their students using one of four survey instruments

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## ○ 5. Recommendations for data to be collected for an overall summative evaluation:

DATA SOURCE	DEFINITION
Observations	Observations are an important source of performance information. Formal classroom observations focus directly on the teacher performance standards. Informal observations or walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Student Surveys	Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.

## ○ 6. Scoring recommendations:

- Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.
- Rating scores are not typically applied at the end of each observation.

## ○ 7. Recommendations regarding educational services teaching staff:

- The Stronge Teacher Performance Evaluation System provides a separate performance system for Educational Specialists (e.g. counselor, instructional coach, librarian, school nurse, school psychologist, school social worker, and selected other positions). Districts using the Stronge model can request those systems by contacting [www.strongeandassociates.com](http://www.strongeandassociates.com)

## ○ 8. Recommendations regarding data collection and record-keeping:

- See #5

## ○ 9. Recommendations regarding PD for teachers and administrators:

- Teachers — 2 day training
- Administrators — 3 day training, Day 3 is Inter-Rater Reliability/calibration training
- Ongoing support offered state-wide on an ongoing basis (Stronge NJ Newsletter outlines offerings)