

# NEWARK PUBLIC SCHOOLS

# FRAMEWORK FOR EFFECTIVE TEACHING

## TEACHER OBSERVATION AND PERFORMANCE EVALUATION



## A GUIDEBOOK FOR TEACHERS AND ADMINISTRATORS

2012-2013



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For additional resources and sample documents, please visit [www.newarkexcels.org](http://www.newarkexcels.org).

## LETTER FROM THE SUPERINTENDENT

Dear Colleagues,

Here in Newark, we have a great opportunity to chart a new course for our educators and students. We all know that there simply are not enough opportunities for young people without college-level skills, and if our students are not college ready by the time they graduate, they face limited life options.

In order to support teachers to shift their instructional approach toward the Common Core Standards and support school leaders to develop strong instructional teams and ensure a laser focus on instruction, we developed a new Framework for Effective Teaching. The framework is aligned to the Common Core Standards, and competencies and indicators articulate what effective educators do to move our students toward mastery in one lesson and over the course of the school year.

The new framework is the basis for the 2012-13 NPS evaluation process. Our revised process relies on strong goal-setting, frequent observations, and actionable feedback. Principals, members of their leadership teams, and other teachers will be in classrooms more frequently and will provide evidence-based feedback in a timely manner. In addition, conferences at multiple points through the year will allow educators to reflect on their performance to date and support a cycle of continuous improvement across the district. As we see classroom practice improve, student achievement will rise.

This guidebook outlines the components, requirements and promising practices for coaching and evaluating teachers . Within the guidebook, you will find the following information:

- Introduction to the new NPS Framework for Effective Teaching and levels of performance
- Processes to conduct observations and evaluations
- Forms and templates for each stage of the observation and evaluation process

In addition to the resources in this guidebook, the Newark Excels website ([www.newarkexcels.org](http://www.newarkexcels.org)) will continually be updated with resources and tools to support you.

As instructional leaders of their buildings, I expect principals to build a culture of high expectations, developing and cultivating a corps of strong teachers. Effective observations and evaluations are based on a clear and shared vision of excellent teaching and specific, tangible evidence related to actual teacher practice and student outcomes. I fully expect and will hold principals accountable for leading effective observation and evaluation processes – for all teaching staff within the building – that drive improvements in teaching quality and, ultimately, in student achievement. Teachers grow when they are engaged as professionals to be a part of the process. Schools with high levels of trust and collaboration between teachers and administrators get results. Effective evaluators not only hold teachers accountable, but also build relationships and listen to teacher concerns and feedback.

College readiness for every student may be an ambitious goal, but it's the only goal that makes sense in the 21<sup>st</sup> century. The Common Core Standards, great teachers, and transformational schools are going to get us there. We cannot rest until we meet our goal to prepare all of our students for college, and I hope that our new framework can be a roadmap to excellence for all of us.

Cami

## NEWARK PUBLIC SCHOOLS' FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Effective Teaching articulates what great instruction looks like in Newark Public Schools and provides a common language to support teachers' growth and development as well as student achievement. The framework will help administrators and observers provide teachers with timely, practical feedback that they can put to use right away as well as pinpoint which instructional strategies are working and which areas could use some improvement.

### GUIDING PRINCIPLES

Several principles guided the development of the Framework for Effective Teaching. The framework:

- *Articulates our shared vision of effective instruction:* the framework is designed to clearly articulate our vision of effective instruction that leads to student mastery.
- *Serves as a tool for teacher feedback and development:* the clear, specific language of the framework lends itself to specific, targeted feedback for teacher growth.
- *Describes practices that are observable in the classroom:* the framework clearly outlines what behaviors are expected to be observed in the classroom vs. over time.
- *Supports instructional shifts required by the Common Core State Standards.*
- *Sets a high performance bar for teachers:* the framework holds all of our educators to high standards.
- *Articulates expectations clearly and concisely* to ensure common understanding and expectations.
- *Allows for future differentiation by subject, grade, etc.:* the framework as it is structured allows for the development of additional language and support for specific grades and subjects.

In alignment with the Common Core State Standards, the framework is focused on practices that are most likely to drive dramatic gains in student achievement:

- **Fewer:** Every classroom is different, but great teaching looks the same regardless of grade level, subject, or student population. The new framework focuses on fewer competencies, all of which are observable in the classroom. The framework consists of four observable competencies that capture effective teaching. A fifth competency outlines the commitment to professional excellence that we expect of all educators. With fewer competencies, the framework is designed to be practical and user friendly.
- **Clearer:** The framework uses clear and concise language to describe what each competency looks like in practice. It is written in plain language that clearly communicates priorities. The framework is a roadmap for all educators (teachers and administrators) for good instruction, prioritizing those competencies that will have the most impact on student mastery.
- **Higher:** We must have high expectations for our students to ensure that they leave our schools prepared for college, career and life. The new framework elevates expectations and asks you, our educators, to push yourselves to be better, and aim higher, to ensure that rigorous instruction happens in every classroom so we can help our students move forward.

The framework is the base of Newark Public Schools' teacher Observation and Evaluation Rubrics, the tools we will use to conduct classroom observations and assess teachers' instruction.

## TEACH – CORE VALUES OF TEACHER EVALUATION

As we set out to implement the new framework and teacher evaluation process, we are guided by our TEACH framework. The TEACH framework emphasizes teacher evaluations that are:

Characteristics	The evaluation system will...	Examples
<b>T</b> Tailored	address individual growth areas, prioritizes where to focus, and differentiates support	<ul style="list-style-type: none"> <li>• Regular conferences to discuss performance &amp; professional goals</li> <li>• Customized development opportunities to fit individual needs</li> </ul>
<b>E</b> Evidence-based	be based on evidence of what teachers say/do and what students produce to demonstrate their learning	<ul style="list-style-type: none"> <li>• More specific observation rubrics</li> <li>• Better training for teachers and principals on how to use them</li> <li>• Review of student work</li> </ul>
<b>A</b> Aligned	adhere to a framework that clearly identifies what educators are expected to know and do in order to drive student achievement gains	<ul style="list-style-type: none"> <li>• Clear competency framework that identifies what each skill looks like in practice at different levels of proficiency</li> <li>• Ratings clearly indicate whether educators are meeting expectations</li> </ul>
<b>C</b> Consistent	provide timely, frequent feedback that is specific and actionable	<ul style="list-style-type: none"> <li>• More frequent classroom observations</li> <li>• Regular formal and informal feedback</li> <li>• Prioritized feedback based on what will drive greatest student achievement</li> </ul>
<b>H</b> Heard	be shared in a way that is constructive and holds individuals accountable for progress	<ul style="list-style-type: none"> <li>• Effective delivery of feedback</li> <li>• Recognition for exceptional work</li> <li>• Constructive conversations to improve</li> </ul>

## PROFESSIONAL DEVELOPMENT

The Framework for Effective Teaching outlines expectations for teachers’ performance for evaluation purposes and serves as a guide for teacher professional development. The framework provides a common language by which all teachers can assess their own teaching and identify areas where they can improve to ensure student mastery. Much as great teachers differentiate instruction for their students, principals and administrators should do the same for their teachers by providing individual feedback and support to help teachers reflect on their instruction and perfect their craft. Principals and administrators should:

- Hold regular conversations to discuss strengths and growth areas, set professional goals, and create individualized professional development plans to meet those goals. These conversations should be grounded in the framework to ensure a common language, understanding and alignment.
- Provide timely, honest, accurate, specific, and actionable feedback tailored to individual growth areas and student outcomes.
- Differentiate professional development and support based on each educator’s needs. Professional development can take many forms, including but not limited to: formal training, mentoring, coaching, modeling, observing an effective teacher, co-planning, collaboratively reviewing student work and data, professional learning communities, and more. Administrators and teachers should together identify the content and format that will best meet each educator’s needs.

With the implementation of the new framework, Newark Public Schools is committed to ensuring that teachers are supported to improve their instruction and ensure mastery with all students.

## COMMON THEMES IN THE FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Effective Teaching includes essential components for observing and evaluating teaching staff members. The following common themes cut across the framework.

- **Alignment to Common Core State Standards:** The framework explicitly focuses and aligns to teacher strategies required for mastery of the Common Core State Standards (see [Alignment to the Common Core State Standards](#)). This alignment is focused on the pedagogical/instructional shifts (not specific content) required when implementing the Common Core.
- **Teaching for student mastery:** The framework focuses attention on teacher behaviors and student actions that lead to student mastery of content. The framework focuses not just on what is being taught, but whether or not students are actually learning the content and concepts presented.
- **High expectations:** The framework requires that teachers hold high expectations for all students to achieve at high levels. This includes establishing learning goals that reflect the critical thinking skills that will put students on the pathway to college, providing evidence-based feedback to students, and effectively interacting with students to establish a culture and expectation that all students can and will master the content.
- **Elements observable in one lesson and over the course of the year:** Newark Public Schools recognizes that individual, discrete classroom observations do not provide a complete picture of a teacher's teaching and students' success at mastering content. Therefore, the framework articulates both behaviors that are observable in an individual classroom lesson as well as behaviors that are observable over the course of the school year. This over-time guidance allows teachers and observers to identify and assess teacher behaviors and student reactions that, as they build over the course of the year, lead to student mastery.
- **Accommodating individual needs:** It is critical that teachers tailor instruction to address the diverse needs of all students and move all students toward mastery. This requires teachers to build relationships with their students to ensure teachers know how to motivate and engage all students. Many students have special needs, which may be intellectual, emotional or physical. Each of these types of differences suggests different accommodations, from selecting instructional goals and designing instruction to interacting with students and designing classroom norms.
- **Focus on observable behaviors:** The framework is designed to measure what is observable in the classroom. The focus on behaviors observable in the classroom will ensure that teachers are focused on and supported in developing the skills that matter most to student learning. The framework also includes a few baseline expectations for all professionals in Newark Public Schools. These expectations should not be viewed as goals to strive for, but instead as statements of minimum expectation of all teachers.

## ALIGNMENT TO COMMON CORE STATE STANDARDS

In 2012-2013, Newark Public Schools will roll out the Common Core State Standards (CCSS) across the district. To successfully teach to the CCSS and guarantee that students master rigorous content, instruction in the classroom will need to shift. As instruction shifts, expectations for effective teaching must be redefined to align with and prioritize those critical skills which are necessary for student success.

The Framework for Effective Teaching articulates what effective teaching looks like in the classroom with the goals of ensuring that students master the CCSS. The framework prioritizes the most critical skills to advance students' mastery of the CCSS through:

- **The inclusion of rigor as a primary competency:** One of the central themes of the CCSS is more rigorous instruction that holds students to high expectations for their learning. As a result, the new framework focuses heavily on rigor, with a competency devoted to Rigor and Inclusiveness.
- **The consideration of lesson design and focus as a competency:** Several of the shifts in instruction required by the CCSS require thoughtfully designed and focused lessons to drive students toward mastery of clear objectives. By including this element as the first competency, the framework sets this clear expectation for all teachers.
- **The focus on student mastery throughout:** The CCSS require students to master fewer, clearer, and higher standards at each grade level. In turn, all behaviors in the framework have the intent of moving students toward mastery.
- **Expectations that are observed over the course of a year:** Mastery of the CCSS requires building skills and learning over the course of a year through instruction which is planned and executed to maximize learning time. In addition, the CCSS encourage connections to different grade level work and subject matter. As a result, the new framework includes behaviors observable over the course of the school year in addition to behaviors that could be observed in just one lesson or classroom visit.

In addition, there are several specific elements that are aligned to the CCSS which include expectations and skills necessary to successfully teach to the standards. These indicators are:

- |                                |                             |                         |
|--------------------------------|-----------------------------|-------------------------|
| 1a. Lesson Sequence            | 2c. Responsiveness          | 3b. Persistence         |
| 1b. Lesson Components          | 2d. Precision and Evidence  | 3c. Community           |
| 1e. Coherent Planning          | 2e. Revisions               | 3e. High Expectations   |
| 1f. Progression of Instruction | 2f. Depth of Knowledge      | 3f. Peer Accountability |
| 2b. Questions and Tasks        | 3a. Enthusiasm for Learning | 4b. Feedback            |

These indicators are described in the following sections.

# OVERVIEW OF THE FRAMEWORK FOR EFFECTIVE TEACHING

## STRUCTURE

The structure of the framework includes the following:

### Five Competencies

Five competencies describe the overall expectations for each Newark Public Schools teacher. These are the core professional standards to which teachers will be held accountable. The competencies include:

1. **Lesson Design and Focus:** Students sustain focus on a specific objective that moves them toward mastery.
2. **Rigor and Inclusiveness:** Instructional strategies challenge all students and provide multiple pathways to mastery.
3. **Culture of Achievement:** A learning-focused environment of shared high expectations promotes mastery.
4. **Student Progress Toward Mastery:** Students show evidence of, and teacher monitors, growth.
5. **Commitment to Personal and Collective Excellence:** The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.

### Indicators

Indicators describe specific components or behaviors of the competency. These may be visible during individual lessons or over the course of the year. For each of competencies 1-4, there are three or four **in-one-lesson indicators** and two or three **over-time indicators**. For competency 5, there are three over-time indicators.

### Descriptor Language

Descriptor language demonstrates what each competency looks like in practice.

- For in-one-lesson indicators, descriptors identify evidence of the indicator at each of four levels of performance: Highly Effective, Effective, Partially Effective, and Ineffective.
- There is no descriptor language for over-time indicators. Instead, these indicators are assessed by noting the frequency with which the teacher exhibits these behaviors.
  - For competencies 1-4, ratings include: Always, Frequently, Sometimes, and Rarely.
  - For competency 5, ratings include: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

For more detail on terms used in the framework, see the [Glossary of Common Terms](#).



## COMPETENCY DETAIL

### Competency 1: Lesson Design and Focus

Students sustain focus on a specific objective that moves them toward mastery.

Indicators	Key Questions
<p><i>In an individual lesson</i></p> <p>1a. <b>Lesson Sequence:</b> Individual lesson builds on previous lessons and on students' prior knowledge.</p> <p>1b. <b>Lesson Components:</b> Lesson components move students toward mastery of an objective that is aligned to standards.</p> <p>1c. <b>Pacing and Momentum:</b> Teacher maximizes learning time.</p> <p>1d. <b>Clarity:</b> Teacher clearly and accurately communicates content and instructions.</p> <p><i>Over the course of a year:</i></p> <p>1e. <b>Coherent Planning:</b> Lesson plans are standards-based and reflect work toward annual student achievement goals.</p> <p>1f. <b>Progression of Instruction:</b> Lesson objectives fit into a larger coherent sequence that leads to student mastery of the appropriate standards.</p>	<p>Does the lesson teach the right content at the right time?</p> <p>Do lesson components flow naturally and build on one another?</p> <p>Is time well spent?</p> <p>Is information communicated clearly?</p> <p>Can students understand what the teacher is teaching?</p>

This competency outlines behaviors that ensure that students are focused on the right content, in the right order, at the right pace. Student mastery of the Common Core State Standards requires spiraling instruction to ensure that today's learning builds on previous learning and prepares students for future learning.

The indicators in this competency assess whether the teacher's lesson design is effective in focusing students on a clear and appropriate objective *today* while driving students towards mastery of grade level standards over time. Evidence of planning is observable in classroom observations and in planning documents like lesson plans and year-long plans and goals. The competency prompts educators to observe and discuss how lesson components are connected AND to examine lesson plans (as prompted by over-time indicators). While the assessment of the teacher's content knowledge is not explicit in the framework, the teacher's knowledge is apparent through the strategies they employ to teach the lesson and the clarity with which they communicate content.

## Competency 2: Rigor & Inclusiveness

Instructional strategies challenge all students and provide multiple pathways to mastery.

Indicators	Key Questions
<p><i>In an individual lesson</i></p> <p>2a. <b>Tailored Instruction:</b> Teacher tailors instruction to move all students toward mastery.</p> <p>2b. <b>Questions &amp; Tasks:</b> Questions and tasks ensure student comprehension and ask for application, analysis, and/or synthesis.</p> <p>2c. <b>Responsiveness:</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.</p> <p>2d. <b>Precision &amp; Evidence:</b> Teacher and students require precision and evidence in tasks and responses.</p> <p><i>Over the course of a year:</i></p> <p>2e. <b>Revisions:</b> Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.</p> <p>2f. <b>Depth of Knowledge:</b> Lesson objectives, tasks and materials require students to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Recall &amp; Reproduction</li> <li>• Basic Application of Concepts</li> <li>• Strategic Thinking</li> <li>• Extended Thinking</li> </ul>	<p>Does the teacher use effective strategies to ensure students master content?</p> <p>Does the teacher use and adapt strategies to reach all students?</p> <p>Are all students doing challenging work?</p> <p>Do the teacher’s questions and tasks promote thinking and understanding?</p> <p>How does the teacher respond if students misunderstand?</p>

This competency focuses on the rigor of the teacher’s instruction, the learning demands of students and the strategies the teacher uses to deliver content. Building a rigorous classroom includes the teacher demanding precision in student responses and discussion and holding students accountable for providing evidence of their reasoning.

In addition to ensuring a rigorous classroom, the competency also articulates characteristics of an inclusive classroom. This means that the teacher tailors instructional strategies to meet the learning needs of all students and holds all students to a high standard.

### Competency 3: Culture of Achievement

A learning-focused environment of shared high expectations promotes mastery.

Indicators	Key Questions
<p><i>In an individual lesson</i></p> <p>3a. <b>Enthusiasm for Learning:</b> Students express satisfaction in solving problems and mastering new material.</p> <p>3b. <b>Persistence:</b> Students show persistence in confronting demanding concepts and tasks.</p> <p>3c. <b>Community:</b> Classroom norms promote positive and productive teacher-student and student-student relationships.</p> <p>3d. <b>Attention:</b> Teacher’s strategies and routines capture and maintain student attention on learning.</p> <p><i>Over the course of a year:</i></p> <p>3e. <b>High Expectations:</b> The teacher fosters a classroom culture that is consistently one of high expectations and hard work.</p> <p>3f. <b>Peer Accountability:</b> Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.</p>	<p>Does the classroom culture promote learning and positive relationships?</p> <p>Does the classroom culture address the academic, social, and emotional needs of students?</p> <p>Do students demonstrate a love of learning? Are classroom norms and relationships conducive to learning?</p> <p>Can the teacher keep students focused on learning?</p>

The most effective classrooms have strong classroom cultures, and research shows that positive classroom culture is a strong pre-condition for learning. Classroom culture in the new framework is focused on three elements:

- Explicit, positive interpersonal norms. Norms of the classroom promote healthy relationships and positive community agreements.
- Strong processes that maximize instructional time. This means that the teacher employs strategies and routines that minimize disruptions and maximize learning time.
- Joy in learning. While students must be held to high, rigorous standards for learning, the framework also calls for the teacher to cultivate a positive classroom environment in which students enjoy learning.

In one lesson, evidence will include how students treat one another and the teacher in addition to how much time is spent on task. Over time, evidence includes classroom norms, routines, and assessments of how students feel about the classroom (often measured by surveys). Taken together, these elements indicate a strong, learning-focused culture of high expectations in which students hold themselves and each other accountable for their learning.

### Competency 4: Student Progress Toward Mastery

Students show evidence of, and teacher monitors, growth.

Indicators	Key Questions
<p><i>In an individual lesson</i></p> <p>4a. <b>Checks for Understanding:</b> Teacher consistently checks for understanding.</p> <p>4b. <b>Feedback:</b> Teacher and students give and receive timely, specific, and constructive feedback.</p> <p>4c. <b>Demonstration of Learning:</b> Students know more at the end of the year than they did at the start.</p> <p><i>Over the course of a year</i></p> <p>4d. <b>Student Understanding of Growth:</b> Teacher can articulate specifically (and with evidence) whether or not students have internalized grade-level standards and, if not, what they still need to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.</p> <p>4e. <b>Using Data:</b> Teacher tracks assessment data to understand each student’s progress toward mastery, and uses results to guide planning, instruction and the creation of future assessments that connect to unite and year-end assessments.</p> <p>4f. <b>Communication of Student Progress:</b> Teacher communicates student progress clearly and consistently to students, families, and school leaders.</p>	<p>How does the teacher know if students understand?</p> <p>Does the teacher check for understanding consistently?</p> <p>Do students receive effective feedback to help them improve?</p> <p>Do the students learn? Do the students “get it”?</p>

In the new framework, teachers are accountable for whether or not students learn – which is the ultimate focus of our role as educators. Competency 4 outlines mechanisms for identifying whether or not students learn in one lesson and over the course of the year. While NPS always will hold our students to high expectations and work towards ensuring college readiness for all students, we also recognize that some students may enter classrooms a grade or more behind level. With this in mind, this competency does not always require evidence that students master *grade-level* content, but there must be evidence of significant student *growth*, which may include mastery of grade-level content, progression toward mastery, or in some cases, mastery of content beyond the students’ current grade level. The competency not only calls for a teacher to measure and track students’ growth and progress, but to share that information with families and other stakeholders.

In one lesson, this could be exit tickets, journals, quizzes, and verbal ways of assessing student mastery. Over time, this could include progress on standardized tests where applicable, and other ways of assessing student learning.

### Competency 5: Commitment to Personal and Collective Excellence

The teacher demonstrates commitment to his or her professional growth and development, and to that of his or her peers.

Indicators	Key Questions
<p><i>Over the course of a year</i></p> <p>5a. <b>Commitment to Continuous Improvement:</b> The teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.</p> <p>5b. <b>Collaboration:</b> The teacher contributes ideas and expertise to further colleagues’ and the school’s growth and incorporates productive insights into his or her own instruction.</p> <p>5c. <b>Attendance and Promptness:</b> The teacher is present and prompt and attendance reflects his/her focus on student learning as a priority.</p>	<p>Is the teacher aware of his/her strengths and growth areas?</p> <p>Does the teacher seek and incorporate feedback into his/her practice?</p> <p>Does the teacher seek ongoing growth and development?</p> <p>Does the teacher contribute to colleagues’ and school improvement?</p> <p>Is the teacher consistently present and on time?</p>

There are many elements of a teacher’s practice that are not directly observable in a classroom lesson or in their instruction over the course of the year. One important component is a teacher’s commitment to his or her own professional development and growth. This competency assesses, through over-time indicators, the extent to which a teacher prioritizes the continuous improvement of his or her own practice and that of his or her peers. In schools where teachers collaborate and push each other, students grow.

Recognizing that students will not learn if teachers are not present, this competency also includes the extent to which a teacher’s attendance and punctuality demonstrates his or her commitment to students’ learning and mastery.

This competency articulates base-level expectations of professional behavior in any field and compliance with basic employment policies, rather than a standard to which teachers should aspire. This is the only instance in the framework where strong performance will only slightly advance a teacher’s rating, but poor performance will lower a teacher’s overall rating. For more information, see the section on the [Annual Evaluation](#).

# NEWARK PUBLIC SCHOOLS FRAMEWORK FOR EFFECTIVE TEACHING

1. Lesson Design and Focus	
Students sustain focus on a specific objective that moves them toward mastery.	
<i>In one lesson...</i>	<i>Over the course of the year...</i>
<p><b>1a. Lesson Sequence:</b> Individual lesson builds on previous lessons and on students' prior knowledge.</p> <p><b>1b. Lesson Components:</b> Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.</p> <p><b>1c. Pacing and Momentum:</b> Teacher maximizes learning time.</p> <p><b>1d. Clarity:</b> Teacher clearly and accurately communicates content and instructions.</p>	<p><b>1e. Coherent Planning:</b> Lesson plans are standards-based and reflect work toward annual student achievement goals.</p> <p><b>1f. Progression of Instruction:</b> Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.</p>

2. Rigor and Inclusiveness	
Instructional strategies challenge all students and provide multiple pathways to mastery.	
<i>In one lesson...</i>	<i>Over the course of the year...</i>
<p><b>2a. Tailored Instruction:</b> Teacher tailors instruction to move all students toward mastery.</p> <p><b>2b. Questions &amp; Tasks:</b> Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.</p> <p><b>2c. Responsiveness:</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.</p> <p><b>2d. Precision &amp; Evidence:</b> Teacher and students require precision and evidence in tasks and responses.</p>	<p><b>2e. Revisions:</b> Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.</p> <p><b>2f. Depth of Knowledge:</b> Lesson objectives, tasks and materials require students to demonstrate the following skills: Recall &amp; Reproduction, Basic Application of Concepts, Strategic Thinking, Extended Thinking</p>

3. Culture of Achievement	
A learning-focused environment of shared high expectations promotes mastery.	
<i>In one lesson...</i>	<i>Over the course of the year...</i>
<p><b>3a. Enthusiasm for Learning:</b> Students express satisfaction in solving problems and mastering new material.</p> <p><b>3b. Persistence:</b> Students show persistence in confronting demanding concepts and tasks.</p> <p><b>3c. Community:</b> Classroom norms promote positive and productive teacher-student and student-student relationships.</p> <p><b>3d. Attention:</b> Teacher captures and maintains student attention on learning.</p>	<p><b>3e. High Expectations:</b> The teacher fosters a classroom culture that is consistently one of high expectations and hard work.</p> <p><b>3f. Peer Accountability:</b> Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.</p>

**4. Student Progress Toward Mastery**  
Students show evidence of, and teacher monitors, growth.

*In one lesson...*

*Over the course of the year...*

**4a. Checks for Understanding:** Teacher consistently checks for understanding.

**4b. Feedback:** Teacher and students give and receive timely, specific, and constructive feedback.

**4c. Demonstration of Learning:** Students know more at the end of the lesson than they did at the start.

**4d. Student Understanding of Growth:** Teacher can articulate specifically (and with evidence) whether or not students have internalized grade-level standards and, if not, what they still need to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.

**4e. Using Data:** Teacher tracks assessment data to understand each student's progress toward mastery, and uses results to guide planning, instruction and the creation of future assessments that connect to unit and year-end assessments.

**4f. Communication of Student Progress:** Teacher communicates student progress clearly and consistently to students, families, and school leaders.

**5. Commitment to Personal and Collective Excellence**

The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.

*Over the course of the year...*

**5a. Commitment to Continuous Improvement:** The teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.

**5b. Collaboration:** The teacher contributes ideas and expertise to further colleagues' and the school's growth, and incorporates productive insights into his or her own instruction.

**5c. Attendance and Promptness:** The teacher is present and prompt, and attendance reflects his/her focus on student learning as a priority.

# LEVELS OF PERFORMANCE ON THE FRAMEWORK FOR EFFECTIVE TEACHING

## COMPETENCIES 1-4

### *IN-ONE-LESSON INDICATORS*

The framework identifies what each in-one-lesson indicator looks like in practice at four levels of performance. Teachers should aim to become Effective or Highly Effective in every indicator and competency.

#### **Highly Effective (HE)**

A Highly Effective teacher is a teacher whose classroom operates at a qualitatively different level from those of other teachers. This teacher ensures exceptional rates of student growth. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. Highly Effective teachers have the knowledge, skills, and capacity to serve as models for other teachers. This performance level is reserved for teachers who are truly exceptional in their practice.

#### **Effective (E)**

An Effective teacher consistently meets the expectations set forth by the new framework. Effective teachers have a broad repertoire of strategies and activities to ensure students achieve mastery. Years of experience are not, in and of itself, an indicator of effectiveness.

#### **Partially Effective (PE)**

A Partially Effective teacher may meet some expectations articulated in the framework, but either does not meet all expectations or is inconsistent in meeting these expectations. Typically, there are clear areas where the teacher might improve his or her practice to achieve effectiveness. Partially Effective performance should not be considered to be meeting expectations.

#### **Ineffective (IE)**

An Ineffective teacher is not meeting expectations for teaching in Newark Public Schools. There are several clear areas where the teacher must improve his or her practice to achieve effectiveness. In some instances, performance at the Ineffective level represents teaching that is below the licensing standard of "do no harm." Immediate improvement is required for teachers at the Ineffective level to remain in Newark Public Schools.

### *OVER-TIME INDICATORS*

Descriptor language is not articulated at different levels for over-time indicators. Instead, the administrator assesses the frequency with which the teacher demonstrates behaviors in the indicator over the course of the year. Frequencies are:

#### **Always**

The teacher's actions result in this behavior being consistently demonstrated throughout the school year. This behavior is standard operating procedure in the teacher's classroom or practice.



### **Frequently**

The teacher's actions result in this behavior being frequently demonstrated throughout the school year. Though there may be limited instances of conflicting evidence that demonstrate that this is not standard operating procedure in the teacher's classroom, this behavior is generally the norm.

### **Sometimes**

The teacher's actions do not consistently result in the teacher or his or her students demonstrating this behavior throughout the school year. While there may be some evidence of this indicator, it is not regular or consistent.

### **Rarely**

The teacher's actions do not result in demonstration of this behavior. Where there is evidence of this behavior, it is rare and inconsistent.

## **COMPETENCY 5**

This competency outlines the minimum behaviors expected in any profession. This is separate from the other sections in the framework because the indicators have more to do with basic employment practice. The behaviors in this competency are not expected to be observed directly in the classroom, but evidence is instead gathered in the school community and through other interactions with the teacher. Teachers are expected to meet these expectations. If teachers do not meet these expectations, there will be a negative effect on their overall annual rating.

### **Exceeds Expectations**

The teacher consistently exceeds the baseline expectation for performance, going above and beyond what is required or expected. This rating is reserved for the exceptional teacher.

### **Meets Expectations**

The teacher consistently meets the baseline expectations.

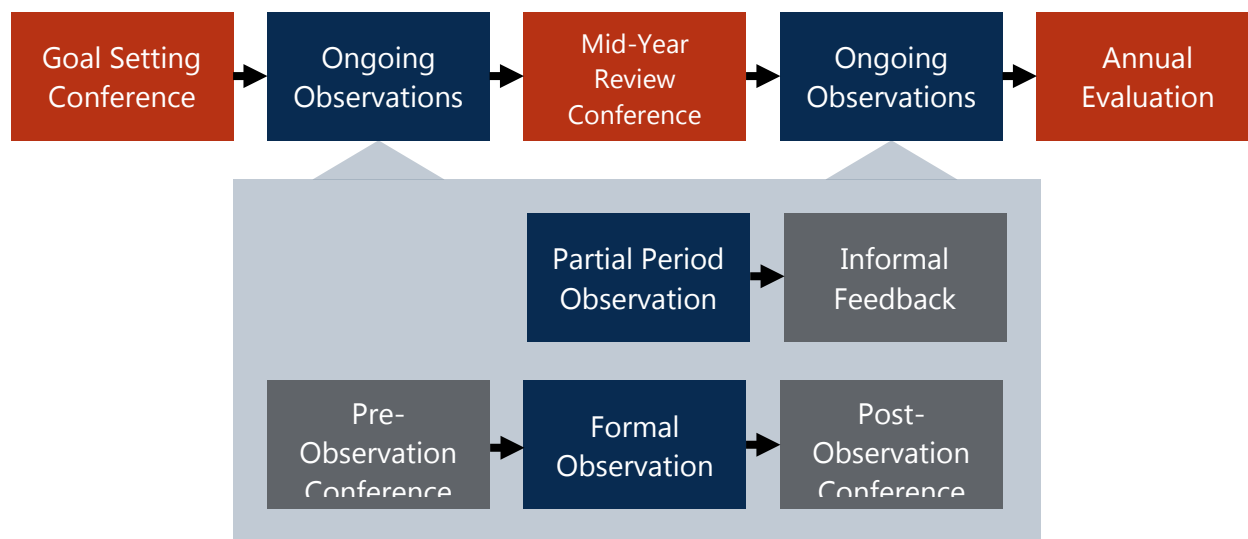
### **Slightly Below Expectations**

The teacher is inconsistent in meeting expectations in practice or frequency.

### **Significantly Below Expectations**

The teacher is not in compliance with the baseline expectation for performance.

## OBSERVATION AND EVALUATION PROCESSES



### OVERVIEW

Teacher evaluation should not be comprised exclusively of one summative evaluation. A formal observation is one process (of many) for gathering data about a teacher's instruction.

Observers are encouraged to observe teachers in the classroom as often as they think is helpful for the purposes of 1) providing feedback for the teacher's development and 2) collecting evidence to assign ratings at the Mid-Year Review and Annual Evaluation. The frequency of observations may vary depending on the teacher's development needs and the availability of sufficient evidence. There is no maximum to the number of observations that may occur as part of the data-gathering process.

There are some minimum requirements for the number of times teachers should be observed:

- According to state administrative code, each teacher must have at least one formal, full-period observation if they are tenured and at least three formal, full-period observations if they are not tenured.
- It is strongly recommended that all teachers be observed at least three times – either full- or partial-period observations – during the school year.
- Formal, full-period observations must be followed by a Post-Observation Conference within 10 calendar days.
- Formal observations may be either announced and scheduled (in some cases, these will be preceded by a Pre-Observation Conference) or unannounced without a planning conference.

Details about formal and partial period observations are listed below.

Observation requires the identification of specific, tangible evidence related to actual teacher practice and student outcomes. Comparing data to objective benchmarks in the rubric allows both the teacher and the observer to make evidence-based judgments about the level of quality of instruction. At the formal observation, the observer assigns a performance level on Competencies 1-4 derived from evidence-based judgments. Though performance levels need not be assigned following a partial period observation, an

evaluator may indicate a performance level based on available evidence as part of the feedback process for a teacher.

At the Mid-Year Review and for the Annual Evaluation, the administrator considers evidence gathered through all partial period and formal observations, as well as through other encounters with the teacher. Based on this evidence, the administrator assigns a performance level to Competencies 1-5. An overall performance rating is calculated based on the teacher's performance on each of the five competencies.

### **GOAL-SETTING CONFERENCE (RECOMMENDED)**

It is recommended that teachers and administrators start the yearly evaluation process with a goal-setting meeting. In this meeting, teachers can determine which professional and student learning goals they would like to achieve during the school year, and evaluators should support teachers in crafting and finalizing these goals.

Before this goal-setting meeting, it is recommended that the administrator conduct at least a partial period observation of the teacher's classroom. Administrators and teachers can use specific evidence from the rubric gathered during this partial period observation to guide their conversation. Administrators and teachers may also want to consider or build off of professional development goals and performance from previous school years.

This meeting may focus on creating an Individualized Professional Development Plan (IPDP), which must be completed and on file for all teachers. By completing the IPDP during the goal-setting meeting at the start of the year, teachers and evaluators will have a shared tool to use in communicating about goals and anticipating growth areas. The IPDP can serve as a reference document for other evaluation conferences, feedback discussions, and professional development throughout the year. This is an opportunity to create an IPDP for new teachers and review and update last year's IPDP for returning teachers so that the IPDP is aligned to our new framework.

Teachers and administrators are encouraged to develop an IPDP format that work for them as long as it contains the following components as defined by New Jersey statute:

- Areas of focus
- Actions the teacher will take to grow
- Support administrators will provide to help the teacher grow
- Objectives that articulate the specific skills the teacher hopes to develop by the end of the year

A sample IPDP format is included in [Appendix L](#). The IPDP form becomes a part of the teacher's permanent file and must be kept on file at the school. Teachers and administrators may want to reference and update the IPDP throughout the year to identify opportunities for the teachers to grow in his or her development areas.

### **PARTIAL PERIOD OBSERVATIONS (STRONGLY RECOMMENDED)**

Partial period observations (shorter than a full class period and typically 10-15 minutes) are an additional practice that can help schools continuously improve the quality of instruction. Partial period observations have also been called mini-observations, walkthroughs, informal observations, or snapshots.

Partial period observations can serve as a complement to the traditional full-period formal observation process by increasing the frequency in which observers are in a given teacher's classroom and supporting ongoing dialogue between teachers and observers.

Partial period observations emphasize four elements, each intended to elevate instructional practice.

**Visits are short.** Visits are long enough for the observer to gather meaningful evidence about the teacher's instructional planning, decisions, and actions and the impact of those on student learning.

**Visits may be unannounced.** Visits are intended to capture what students experience daily and do not require advanced notice or a pre-observation conference (which sometimes take place before formal observations).

**There may be many visits.** Observers may visit a teacher's classroom as often as desired to understand students' needs and assess teacher quality.

**Visits may be followed by feedback to the teacher.** The feedback can be oral or written, but the emphasis is on quick, frequent check-ins about instruction so that conversations about instruction are ongoing, build from visit to visit, and support ongoing teacher development.

Partial period observations do not need to be scored, nor are data centrally reported. Administrators should retain evidence from partial period observations for review at the Mid-Year Review and Annual Evaluation.

## **PRE-OBSERVATION CONFERENCE (OPTIONAL)**

The formal observation process often starts with a Pre-Observation Conference. During this conference, the teacher and observer discuss the planned lesson, including objectives, student engagement, instructional strategies, outcomes, assessment, resources, unique class characteristics, etc.

During this Pre-Observation Conference, the observer can ask guiding questions to help the teacher consider the planned learning experience or suggest possible alternatives to enhance the lesson before it is delivered.

The most important questions to answer in a Pre-Observation Conference are:

- Is the teacher clear on what students should know and be able to do by the end of the class?
- Are the strategies the teacher is planning to use likely to ensure student mastery?
- How will the teacher know whether the students mastered the content?
- Has the teacher considered all students in the planning?

Teachers may complete the Pre-Observation Conference Form ([Appendix F](#)). This optional form is meant to support teacher planning and is for teacher growth only (not for permanent teacher file). However, the questions on the form may become the basis for the Pre-Observation Conference, and observers may record teachers' responses as part of the process to collect evidence of teacher planning and preparation.

It is recommended that the Conference occur two to three days before the formal observation so the teacher can make any necessary modifications to the lesson plan.

Pre-Observation Conferences are especially recommended for:

- Novice or non-tenured teachers to support their development
- Struggling teachers to focus on particular areas of growth
- Teachers whom the observer is visiting for the first time to better understand the class context

## FORMAL OBSERVATIONS

A formal observation is a full lesson observation where the observer gathers evidence using the Newark Public Schools Teacher Observation Rubric. A full lesson may be considered a full class period or a full lesson (a lesson observed from start to finish). In block scheduling, a full lesson may be the entire period or a part of the period, as long as the entirety of the lesson (beginning, middle, and end) is observed. During the observation, the observer should record low-inference evidence.

Formal observations may either be announced (scheduled in advance with the teacher) or unannounced (not scheduled in advance). A teacher must know that the observer is conducting a Formal Observation; a teacher does not need to be notified in advance of the actual lesson but the evaluator must let the teacher know upon entrance to classroom that s/he is being formally observed.

For tenured teachers, one formal observation is required. For non-tenured teachers, three formal observations are required over the course of the year. There is no limit to the number of formal observations; observers may conduct as many as is necessary or helpful.

### Formal Observation Summary and Rating

After the observation, the observer must complete the Formal Observation Summary in the Online Data Tool. Before this form is finalized and submitted in the tool, the observer should share this summary with the teacher during the Post-Observation Conference and determine whether s/he wants to make any changes based on available evidence. A copy of the Formal Observation Summary must be provided to the teacher following both announced and unannounced formal observations.

Each of the first four competencies of the Framework for Effective Teaching comprises one part of the Formal Observation Summary. Space is provided for the observer to record evidence, strengths, and challenges for each competency: *Competency 1: Lesson Design and Focus*, *Competency 2: Rigor and Inclusiveness*, *Competency 3: Culture of Achievement*, and *Competency 4: Student Progress Toward Mastery*.

Before assigning a performance level to each competency, it is critical to compare the objective observations with the indicators stated in the rubric. As with all evaluation systems, there is some degree of judgment involved. However, the focus on evidence makes the system objective. Decisions regarding the designation of a performance rating for components, as well as the overall lesson assessment, need to be based on the data and evidence gathered during the lesson. The best quality judgments are based on *actually observed* classroom events, teacher and student statements and behaviors, and student work.

After each formal observation, the observer chooses a performance level for each competency based on a preponderance of low-inference evidence collected in that lesson. Each level has a corresponding numerical score:

Highly Effective	4
Effective	3
Partially Effective	2
Ineffective	1

Competencies are all weighted equally. To determine the overall rating for a particular observation, the observer adds the scores for each of the four competencies. This total (a number between 4 and 16) dictates the overall observation rating:

Highly Effective	15-16 points
Effective	11-14 points
Partially Effective	6-10 points
Ineffective	4-5 points

### **POST-OBSERVATION CONFERENCE (REQUIRED)**

Following a formal observation, it is required that the teacher and observer reflect on the lesson together. This reflection process is the centerpiece of professional growth, refinement of instruction, and continuous improvement.

To guide this process of reflection and collaborative analysis, the teacher and the observer may discuss the questions outlined in the *Teacher Reflection Summary* ([Appendix H](#)).

- Teachers are encouraged to record their reflections in preparation for the Post-Observation Conference between the teacher and the administrator.
- This optional form is meant to support teacher reflection and is for teacher growth only (not for permanent teacher file). Teachers may choose whether to share a written copy of their reflections with the administrator. However, these questions may form the basis for the Post-Observation Conference, and administrators may record teachers' responses as part of the process to collect evidence of teacher reflection.

It is strongly recommended that the administrator and teacher reference the teacher's IPDP during this conference and make adjustments to it based on the outcome of the observation.

The post-observation conference must take place within ten (10) calendar days after the observation (though it is recommended within 3 days of the lesson in order to provide timely feedback). This teacher reflection should serve as the impetus for the refinement of future planning and the delivery of effective instructional practices. This may involve selecting additional strategies or approaches to refine the lesson, implementing additional resources to enrich the learning experience, and/or establishing a direction for professional growth and development.

At the post-observation conference, the teacher and administrator review all evidence and final competency ratings to be assigned by the administrator. Before the administrator submits the ratings, the teacher should sign the *Formal Observation Summary* indicating that he or she has reviewed the ratings. (The teacher's signature indicates that the teacher has received and had an opportunity to read the summary, not agreement with the ratings.) This *Formal Observation Summary* must be kept on file at the school.

### **MID-YEAR REVIEW CONFERENCE (STRONGLY RECOMMENDED)**

The Mid-Year Review Conference is an opportunity for the administrator to discuss the teacher's progress toward student, classroom, school, and district performance goals as well as the implementation and alignment of the professional standards for teachers.

Using the Newark Public Schools Teacher Evaluation Rubric, the Mid-Year Review Conference is an opportunity for the administrator to identify strengths, provide encouragement, and share suggestions for improvement based on evidence collected throughout the year. The conference also provides an opportunity to review and/or modify the teacher's IPDP.

The mid-year ratings are formative ratings, rather than summative. The mid-year ratings serve as one piece of evidence for the Annual Review Ratings and as an important element of formative feedback for the teacher. If a mid-year review conference takes place, the teacher should sign the Mid-Year Review Form. The teacher's signature indicates that the teacher has received and had an opportunity to read the summary, but does not indicate agreement with the ratings.)

## **ANNUAL EVALUATION (REQUIRED)**

As required by the New Jersey Administrative Code, a performance review must be completed for each teacher on an annual basis. This evaluation is a summative statement which incorporates the data and evidence gathered throughout the year.

For non-tenured teachers, Annual Evaluations must be completed by April 30<sup>th</sup> (completion by April 15<sup>th</sup> is strongly recommended).

For tenured teachers, Annual Evaluations must be completed by June 30<sup>th</sup> (completion by June 15<sup>th</sup> is strongly recommended).

The *Annual Evaluation Summary Form* ([Appendix J](#)) should be followed by an annual summary conference, as required by administrative code. At this conference, it is helpful for the teacher and administrator to:

- Discuss the teacher's overall performance and evidence-based ratings
- Review the teacher's IPDP, progress made on the goals set at the beginning of the year, and his or her overall professional growth
- Identify growth areas for focus during the next school year

## **Mid-Year Review and Annual Evaluation Rating**

At the Mid-Year Review, the administrator should consider all evidence collected during the first half of the school year through full- and partial-period observations, conferences, and other interactions with the teacher. At the Annual Evaluation, the administrator should consider all evidence collected throughout the school year.

To determine an overall rating for both the Mid-Year Review and Annual Evaluation, the administrator should:

1. For each in-one-lesson indicator in competencies 1-4:
  - Review the descriptor language and
  - Select the performance level that best describes the available low-inference evidence.
2. Select a frequency rating for each of the over-time indicators in competencies 1-4 based on evidence gathered.
3. Identify performance levels for each competency based on a preponderance of evidence for both in-one-lesson and over-time indicators.
4. Add the scores for competencies 1-4 to arrive at an overall score between 4 and 16.

Competency 5 is included in the framework and evaluated at the Mid-Year Review and Annual Evaluation Rating as an explicit expectation of teacher behavior. In instances where the evidence indicates that the teacher’s performance is Slightly Below Expectations or Significantly Below Expectations for the competency, points are deducted from the teacher’s total evaluation score as follows:

- 1 point added for Exceeds Expectations
- 2 points deducted for Slightly Below Expectations
- 6 points for Significantly Below Expectations

The teacher’s overall rating at the Mid-Year Review and Annual Evaluation is then determined based on the following ranges of scores:

Highly Effective	15-17 points
Effective	11-14 points
Partially Effective	6-10 points
Ineffective	0 to 5 points

This means that a teacher whose performance is Slightly Below Expectations for Competency 5 cannot be rated higher than Effective overall. A teacher whose performance is Significantly Below Expectations in Competency 5 cannot be rated higher than Partially Effective overall. (Note that it is possible to score a -1 or -2 on the total evaluation score; in this case, the score is rounded up to 0).

## UNIQUE CIRCUMSTANCES

### Additional Requirements for Provisional Teachers

A provisional teacher is a novice teacher who does not yet hold a standard teaching certificate issued by the NJDOE. Provisional teachers may hold a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing. Only some non-tenured teachers are provisional teachers. Some examples of provisional teachers include foreign teachers, alternative route teachers, and recent graduates. Provisional teachers must follow the observation and evaluation processes for non-tenured teachers in Newark Public Schools, *in addition to* the separate evaluation that is required for submission to the NJDOE. The NJDOE form can be found in [Appendix O](#). Evaluators may use the same observations and evidence to complete both the NPS and NJDOE forms.

### Additional Recommendations for Teachers Rated Ineffective after a Formal Observation

If a teacher is rated Ineffective following a formal observation, it is strongly recommended that the observer or administrator provide the teacher with specific recommendations for improvement and conduct a follow-up formal observation within a reasonable amount of time.,

### Additional Recommendations for Teachers Rated Ineffective after an Annual Evaluation

Teachers rated Ineffective during the Annual Evaluation are required to have a Corrective Action Plan on file.. This plan is developed collaboratively between the teacher and the administrator and articulates timelines, responsibilities, and specific support designed to help the teacher improve. Teachers have the option of enrolling in the district’s Teacher Assistance Program.



## **Considerations for Teachers in a School for less than an Entire Year**

The number of required observations can be reduced proportionally when the teacher's term of service is less than one school year. This is true for teachers who are new to the district and/or new to the school. This also applies to teachers who are on extended leaves of absence.

## **PEER OVERSIGHT COMMITTEE**

As the new teacher evaluation system is implemented during the 2012-2013 school year, a Peer Oversight Committee will convene monthly to review the implementation of the evaluation system and make suggestions for improvement. This Committee will be comprised of a maximum of 5 representatives each of the Newark Teachers' Union and Newark Public Schools. The committee is charged with:

- Providing recommendations on the qualifications, selection process, and quality assurance of Peer Validators,
- Reviewing data from schools where ratings are particularly high or low as compared to other schools in NPS,
- Making specific recommendations to the Superintendent about how to adjust the evaluation system, and
- Publishing an annual report summarizing the implementation progress and adjustments.

## **PEER VALIDATORS**

As a new component of NPS's evaluation process, Peer Validators will provide an opportunity for independent peer review and support. Peer Validators will:

- Provide additional evaluations,
- Work intensely with new teachers and tenured teachers in danger of receiving an ineffective rating,
- Suggest areas and techniques to improve teacher practice, and
- Review instances where specific schools have particularly high or low ratings as compared to other NPS schools.

Peer Validators may include current teachers, former teachers or administrators from NPS or other school systems, academics, or other outside experts. The Peer Oversight Committee will provide recommendations on the qualifications, selection process, and quality assurance of Peer Validators. The Superintendent will consult with the NTU President on candidates for Peer Validators, and the district will retain ultimate authority over the selection criteria, selection process, and management of Peer Validators.

## **SCHOOL IMPROVEMENT PANELS**

In alignment with state law, each school will implement a School Improvement Panel which will be charged with overseeing the implementation of the evaluation system in their school. School Improvement Panels will consist of the school principal or his/her designee (someone serving in a supervisory capacity), a vice principal (or another district administrator if the school does not have a VP), and a teacher with a demonstrated record of effectiveness.

The Panel will oversee the school-based implementation of teacher evaluation and development, including:

- Teacher mentoring
- Professional development opportunities, including feedback and coaching, tailored to school needs
- Annual summative evaluations
- Mid-year evaluations for teachers rated as ineffective or partially effective the prior year

The School Improvement Panel will also review evaluation data to identify school-wide professional development needs to direct the provision of professional development resources. School Improvement Panels may request Peer Validators to support their work.

## APPENDICES

Appendix	Topic/Item	Required Form?
A	<a href="#">Glossary of Terms</a>	N/A
B	<a href="#">Frequently Asked Questions</a>	N/A
C	<a href="#">Recommended Timelines</a>	N/A
D	<a href="#">Framework for Effective Teaching Rubric</a>	N/A
E	<a href="#">Sample Evidence Collection Templates</a>	No - Optional
F	<a href="#">Pre-Observation Conference Form</a>	No - Optional
G	<a href="#">Formal Observation Summary Form</a>	Yes – data submitted online by observer
H	<a href="#">Teacher Reflection Summary</a>	No – Optional
I	<a href="#">Mid-Year Review Summary Form</a>	Strongly recommended – data submitted online by administrator
J	<a href="#">Annual Evaluation Summary Form</a>	Yes – data submitted online by administrator
K	<a href="#">Corrective Action Plan</a>	Yes, for teachers rated Ineffective
L	<a href="#">Individual Professional Development Plan Sample</a>	Yes, an IPDP is required, though the actual form included here is provided as a template. Not required to use this specific form.
M	<a href="#">Tips for Completing IPDPs</a>	N/A
N	<a href="#">Partial Period Observation Feedback Summary</a>	No
O	<a href="#">NJDOE Evaluation Form for Provisional Teachers</a>	Yes, for Provisional teachers only

All forms will be available for download on [www.newarkexcels.org](http://www.newarkexcels.org). Additional forms and other resources can also be found at this website.

## **APPENDIX A: GLOSSARY OF TERMS**

### **Annual Evaluation**

The annual teacher evaluation is based on the Framework for Effective Teaching and is a summative statement which incorporates evidence gathered throughout the year. An annual evaluation is required for every teacher.

The supervising administrator must make an evidence-based judgment for each of the 5 competencies. These judgments must be based on an accumulation of evidence gathered throughout the year through partial period observations, formal (full-period) observations, conferences, and other instances. The administrator then indicates a performance level for each competency. An annual rating from Highly Effective to Ineffective will be determined based on the sum of the assigned performance levels for each of the five competencies.

### **Competency**

The five competencies in Newark Public Schools' Framework for Effective Teaching outline the overall expectation of performance of each NPS teacher.

### **Corrective Action Plan**

A plan developed by the administrator, with opportunity for input by the teacher, which provides specific recommendations for improvement to a teacher who has been rated Ineffective on an annual, summative evaluation rating. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide.

### **Descriptor Language**

This language describes what each in-one-lesson indicator looks like in practice at each of the four levels of performance: Highly Effective, Effective, Partially Effective, and Ineffective.

### **Formal Observation**

A formal classroom observation assesses a teacher's performance as measured by the Framework for Effective Teaching. Formal observations are one class period or one full lesson in length. Evidence from formal observations contributes to the Mid-Year Review and Annual Evaluation of teacher performance. Formal observations include ratings for Competencies 1-4 from the Framework for Effective Teaching. The evaluator may capture evidence for Competency 5 or any over-time indicators for consideration at the mid-year or annual evaluation, but no ratings are assigned. State law requires at least one formal observation per year for every tenured teacher and at least three formal observations per year for every non-tenured teacher.

### **Framework for Effective Teaching**

The Framework for Effective Teaching outlines the performance expectations for all teachers in Newark Public Schools. The Framework for Effective Teaching is the foundation of the district's system of teacher evaluation and ongoing support.

### **Goal-Setting Conference**

Goal-Setting Conferences are recommended for all teachers at the beginning of the school year in order to determine which professional and student learning goals they would like to achieve. The meeting allows evaluators to support teachers in crafting these goals and strategies to achieve them. The focus of this

meeting may be on creating an Individualized Professional Development Plan (IPDP), which must be completed and on file for all teachers.

### **Indicators**

Indicators describe specific components or behaviors of each competency. For each of Competencies 1-4, there are three or four in-one-lesson indicators and two over-time indicators. For Competency 5, there are three over-time indicators. In-one-lesson indicators describe behaviors that should be observed in all lessons. Over-time indicators describe behaviors that are observed over the course of the school year, but not necessarily in lessons.

### **Individual Professional Development Plan (IPDP)**

The Individual Professional Development Plan is a tool to outline and track a teacher's specific professional development goals. It identifies specific growth areas that are linked to the Framework for Effective Teaching. It is recommended that the IPDP be developed during the Goal-Setting Conference at the start of the school year and serve as a living document that is revised throughout the year depending on the teacher's progress.

### **Informal Feedback**

Informal Feedback may follow a partial period observation. Evaluators should deliver feedback to the teacher either orally or through writing. The emphasis is on quick, frequent conversation about instruction so that dialogue is ongoing and builds from visit to visit.

### **Mid-Year Review Conference**

The Mid-Year Review Conference is an opportunity for the teacher and administrator to discuss the teacher's progress toward student, classroom, school, and district performance goals and the implementation and alignment of the Framework for Effective Teaching. It is strongly recommended for all teachers.

### **Partial Period Observation**

A partial period observation is a visit to a teacher's classroom. It does not count toward the number of required formal observations, and there is no length requirement for a partial period observation. Observers may visit a teacher's classroom as often as is desired to understand students' needs and assess teacher quality. Evidence from partial period observations may be considered in Mid-Year Reviews and Annual Ratings.

### **Post-Observation Conference**

A Post-Observation Conference follows a formal observation, and is a meeting where the teacher and observer collaboratively analyze the lesson and the instructional process. This conference must be held within ten (10) calendar days following the observation. Teachers are entitled to have a hard copy of their observation to review during the course of the Post-Observation Conference.

### **Pre-Observation Conference**

An optional conference preceding an announced formal observation that provides the teacher and observer an opportunity to discuss the lesson that is to be observed including objectives, engagement of students, instructional strategies, outcomes, assessment, resources, unique characteristics of the class, etc.

**Provisional Teacher**

A Provisional teacher is a novice teacher who does not yet hold a standard teaching certificate from the state. Provisional teachers must follow the observation and evaluation processes for non-tenured teachers, in addition to the separate observation and annual evaluation forms required by the NJDOE.

**Rubric**

The rubric is the specific tool for use in implementing the Framework for Effective Teaching in observations or evaluations. Depending on the rubric, it may include competencies, indicators, and descriptors that specify what each competency and indicator look like in practice at different levels of performance.

## **APPENDIX B: FREQUENTLY ASKED QUESTIONS ABOUT THE TEACHER EVALUATION PROCESS**

### **What are the main components of the NPS teacher evaluation process?**

The main components of the teacher evaluation process are:

1. [Goal-setting meeting and IPDP creation – recommended](#)
2. [Partial period observation\(s\) – recommended](#)
3. [Pre-Observation Conference\(s\) - optional](#)
4. [Formal observation\(s\) - required](#)
5. [Post-Observation Conference\(s\) - required](#)
6. [Mid-Year Review – strongly recommended](#)
7. [Annual Evaluation - required](#)

### **How many formal observations must a teacher have?**

1. **Non-tenured teachers** must have a minimum of three (3) formal observations per year.
2. **Tenured teachers** must have a minimum of one (1) formal observation, though the district recommends that all teachers be observed at least 3 times, whether formally or informally.

Observers may conduct as many formal observations as deemed necessary to gather sufficient evidence to inform Mid-Year and Annual Evaluation Ratings. There is no limit to the number of formal observations.

### **Do all five competencies have to be assessed for every formal observation?**

Competencies 1-4 are required to be assessed during all formal observations. Competency 5 should only be assessed during Mid-Year Reviews and Annual Evaluations, not during formal lesson observations.

### **Is a pre-observation conference mandatory for formal observations?**

No, pre-observation conferences are not mandatory; they are optional. However, a Pre-Observation Conference may provide helpful context and information as part of the formal observation process. It is recommended for novice teachers to support their development; struggling teachers to focus on particular areas of growth; or teachers whom the observer is visiting for the first time to better understand the class context.

### **How long after a formal observation must the Post-Observation Conference be held?**

The Post-Observation Conference must be held within ten (10) calendar days following the formal observation, and is recommended within three (3) school days. This time frame can be extended due to the absence of either the observer or the teacher. At this meeting, the teacher and observer collaboratively analyze the lesson and the instructional process.

### **Must a teacher always receive a copy of observation and evaluation forms?**

A teacher must receive a copy of all forms related to a formal observation and evaluation. It is recommended that a teacher receive written feedback related to partial period observations; however, this is not required and the evaluator should make this determination based on his or her judgment.

### **What is the difference between an announced and unannounced observation?**

Formal observations may be announced or unannounced. An announced formal observation is one in which the teacher is given advance notice of the observation before an evaluator comes to conduct the observation. A Pre-Observation Conference may or may not precede an announced formal observation.

An unannounced formal observation is one in which the teacher is not given any notice of the observation by an observer until he or she enters the room. A Pre-Observation Conference will not precede an unannounced observation.

Partial period observations are not required to be announced prior to the observation, though evaluators must ensure that the teacher knows he or she is being observed once the evaluator enters the classroom.

**What happens if the rating is Ineffective on a Formal Observation?**

In the event of an Ineffective rating following a formal observation, the administrator or observer should provide the teacher with specific recommendations for improvement and conduct a follow-up formal observation within a reasonable amount of time.

**Can someone who is not the principal observe and evaluate teachers?**

Yes. Any person who is appropriately certified may observe and evaluate teachers.



## APPENDIX C: RECOMMENDED TIMELINES

The sample dates below are not absolute deadlines but are included here to support you in sequencing the observations over the course of the year. New Jersey Administrative Code requires that non-tenured teachers receive their Annual Evaluations by April 30, and that tenured teachers receive their Annual Evaluations by June 30.

	<b>Non-tenured Teachers</b> (including provisional teachers)	<b>Tenured Teachers</b>
<b>Sept and Oct</b>	Partial period observation to collect evidence to inform goals; Goal setting meeting to create IPDP First formal observation and post-observation conference	Partial period observation to collect evidence to inform goals; Goal setting meeting to update IPDP
<b>Nov and Dec</b>	Partial period observation with informal feedback	Formal observation and post-observation conference
<b>Jan</b>	Second formal observation and post-observation conference; Mid-year review	Mid-year review
<b>Feb</b>	Partial period observation with informal feedback	Partial period observation with informal feedback
<b>Mar</b>	Third formal observation and post-observation conference	
<b>Apr</b>	Partial period observation with informal feedback; Annual Evaluation by April 15	Partial period observation with informal feedback
<b>May</b>	Ongoing discussions about development goals for next school year	
<b>June</b>		Annual Evaluation by June 15

## APPENDIX D: FRAMEWORK FOR EFFECTIVE TEACHING RUBRIC

1. Lesson Design and Focus						
Students sustain focus on a specific objective that moves them toward mastery.						
<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective		
<b>1a. Lesson Sequence</b> Individual lesson builds on previous lessons and on students' prior knowledge.	Students communicate how lesson connects to previous learning, unit objectives, and long-term goals.	Teacher connects lesson to all of the following: previous learning, unit objectives, and long-term goals.	Teacher connects lesson to at least one of the following: previous learning, unit objectives, or long-term goals.	Teacher does not or only partly connects lesson to previous learning, unit objectives, or long-term goals.		
<b>1b. Lesson Components</b> Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.	All lesson components are organized and delivered to move students toward mastery of the objective.	Most of the lesson components are organized and delivered to move students toward mastery of the objective.	Some lesson components are aligned to the objective and are organized to move students toward mastery of the objective.	Lesson components are not aligned to the objective and/or do not move students toward mastery of the objective.		
<b>1c. Pacing and Momentum</b> Teacher maximizes learning time.	Students consistently maximize time and self-monitor to meet or surpass objective. Lesson pace contributes to students mastering content.	Most students work productively to maximize their learning. Lesson pace generally contributes to students mastering content.	Teacher spends too much or too little time on one component. Structure may be inconsistent and/or some students are left without clear understanding of what to do.	Overall lesson pace is too slow or too fast and/or students may sit idle with no clear understanding of what to do.		
<b>1d. Clarity</b> Teacher clearly and accurately communicates content and instructions.	Content and instructions are communicated clearly and accurately in a way that anticipates student misconceptions.	Content and instructions are communicated clearly and accurately.	Content and instructions are sometimes unclear and/or inaccurate.	Content and instructions are unclear and/or inaccurate.		
<i>Over the course of the year...</i>						
<b>1e. Coherent Planning:</b> Lesson plans are standards-based and reflect work toward annual student achievement goals.			Always	Frequently	Sometimes	Rarely
<b>1f. Progression of Instruction:</b> Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.			Always	Frequently	Sometimes	Rarely
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Partially Effective</b> 2	<b>Ineffective</b> 1		

## 2. Rigor and Inclusiveness

Instructional strategies challenge all students and provide multiple pathways to mastery.

In one lesson...	Highly Effective	Effective	Partially Effective	Ineffective
<b>2a. Tailored Instruction</b> Teacher tailors instruction to move all students toward mastery.	Teacher consistently tailors strategies that reflect knowledge of students and lead to mastery for all/nearly all students.	Teacher often tailors strategies that reflect knowledge of students and lead to mastery for most students.	Teacher sometimes tailors strategies that reflect knowledge of students. Some strategies lead to mastery for some students.	Teacher does not tailor strategies and/or strategies do not lead to student mastery.
<b>2b. Questions &amp; Tasks</b> Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.	Questions and tasks consistently ensure student comprehension as well as application, analysis and synthesis.	Questions and tasks often ensure student comprehension as well as some application, analysis and synthesis.	Questions and tasks promote student comprehension and minimal or inconsistent application, analysis and synthesis.	Questions and tasks are not challenging and/or teacher does not ask any questions.
<b>2c. Responsiveness</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Teacher has anticipated student reactions and misunderstanding(s) as evidenced by effective instructional strategies and immediate adjustments that reach all/nearly all students.	Teacher quickly recognizes misunderstanding(s) and employs alternative strategies to reach most students. Adjustment(s) are effective.	Teacher sometimes recognizes student misunderstanding(s) and adjusts instructional strategy. Adjustments are somewhat effective.	Teacher does not recognize misunderstanding and/or rarely adjusts instructional strategies based on student reactions.
<b>2d. Precision &amp; Evidence</b> Teacher and students require precision and evidence in tasks and responses.	Teacher and students provide, and demand of each other, well-structured arguments, rationale and evidence in their responses. Students use evidence to self-correct.	Teacher demands students provide well-structured arguments, rationale and evidence in their responses.	Teacher sometimes demands supporting evidence or precision from students.	Teacher does not correct inaccurate responses and/or does not demand supporting evidence from students.

Over the course of the year...

<b>2e. Revisions:</b> Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.	Always	Frequently	Sometimes	Rarely
<b>2f. Depth of Knowledge:</b> Lesson objectives, tasks and materials require students to demonstrate the following skills: <ul style="list-style-type: none"> <li>• <i>Recall &amp; Reproduction:</i> Recall of a fact, term, principle, or concept; perform a routine procedure; build on prior knowledge</li> <li>• <i>Basic Application of Concepts:</i> Use of information and conceptual knowledge to select appropriate procedures for a task; identify two or more steps with decision points along the way; solve routine problems; organize/display information</li> <li>• <i>Strategic Thinking:</i> Develop a plan or sequence of steps to approach an abstract, complex, or non-routine problem using reasoning, decision making and justification; show success in approaching problems with more than one possible answer</li> <li>• <i>Extended Thinking:</i> Undertake an investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; requires non-routine manipulations across disciplines/content areas/multiple sources</li> </ul>	Always	Frequently	Sometimes	Rarely

<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>
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### 3. Culture of Achievement

A learning-focused environment of shared high expectations promotes mastery.

<i>In one lesson...</i>	<b>Highly Effective</b>	<b>Effective</b>	<b>Partially Effective</b>	<b>Ineffective</b>		
<b>3a. Enthusiasm for Learning</b> Students express satisfaction in solving problems and mastering new material.	All/nearly all students consistently demonstrate enthusiasm about solving problems and mastering new materials. They are passionate about meeting the goal.	Most students consistently demonstrate enthusiasm about solving problems and mastering new materials and are engaged in the tasks.	Some students demonstrate enthusiasm or students infrequently demonstrate enthusiasm. Some students appear indifferent or bored.	Few students demonstrate enthusiasm or students rarely demonstrate enthusiasm. Most students appear indifferent or bored.		
<b>3b. Persistence</b> Students show persistence in confronting demanding concepts and tasks.	Students persist in confronting demanding concepts and tasks without reliance on the teacher. All/nearly all students demand persistence of each other to meet the objective.	Students persist in confronting demanding concepts and tasks to meet the objective without reliance on the teacher.	With the teacher's assistance, students try to confront demanding concepts and tasks, yet not all students meet the objective.	Students do not attempt to confront demanding concepts and tasks and/or teacher does not provide strategies to overcome challenges.		
<b>3c. Community</b> Classroom norms promote positive and productive teacher-student and student-student relationships.	Teacher and students consistently use positive, productive language and promote classroom values and norms.	Teacher and students often use positive, productive language and promote classroom values and norms.	Teacher sometimes uses positive, productive language. Classroom values and norms are inconsistently reinforced.	Teacher rarely uses positive, productive language and/or uses negative and unsupportive language. Classroom values and norms do not exist and/or are not reinforced.		
<b>3d. Attention</b> Teacher's strategies and routines capture and maintain student attention on learning.	All/nearly all students are on task throughout the lesson. Rare off-task behavior is effectively redirected with no lost instructional time.	Most students are on task throughout the lesson. Occasional off-task behavior is effectively redirected so that little instructional time is lost.	Some students are on task through the lesson. Off-task behavior is inconsistently redirected resulting in some lost instructional time.	Few students are on task throughout the lesson. Off-task behavior is ineffectively redirected.		
<i>Over the course of the year...</i>						
<b>3e. High Expectations:</b> The teacher fosters a classroom culture that is consistently one of high expectations and hard work.			Always	Frequently	Sometimes	Rarely
<b>3f. Peer Accountability:</b> Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.			Always	Frequently	Sometimes	Rarely
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> <b>4</b>	<b>Effective</b> <b>3</b>	<b>Partially Effective</b> <b>2</b>	<b>Ineffective</b> <b>1</b>		

4. Student Progress Toward Mastery				
Students show evidence of, and teacher monitors, growth.				
<i>In one lesson...</i>	Highly Effective	Effective	Partially Effective	Ineffective
<b>4a. Checks for Understanding</b> Teacher consistently checks for understanding.	Checks for understanding are consistent, aligned to the objective and fully integrated into the lesson. Teacher gathers varied evidence from the whole class and individual students.	Checks for understanding are completed throughout the lesson and are aligned to the objective. Teacher gathers evidence from the whole class and individual students.	Checks for understanding occur only sometimes and/or may not be aligned with the objective. Checks provide incomplete evidence from the whole class and individual students.	Checks for understanding are not used and/or are not aligned to the lesson objective. Checks provide limited or no evidence to assess progress.
<b>4b. Feedback</b> Teacher and students give and receive timely, specific, and constructive feedback.	Teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements. Students give feedback to one another.	Most teacher feedback is academically focused, appropriate, and specific, tailored to the learning needs of each student, and allows for independent corrections and improvements.	Teacher feedback is academically focused and appropriate, but is not tailored to the unique needs of each student or is often teacher-directed.	Teacher feedback, if it exists, is not academically focused and/or not tailored to the students. Feedback may be inappropriate.
<b>4c. Demonstration of Learning</b> Students know more at the end of the lesson than they did at the start.	All/nearly all students consistently master the objective that moves them toward grade-level standards. Students can explain why the objective is important.	Most students master the objective that moves them to grade-level standards.	Some students master the objective or master some of the objective. Objective may be unclear, too broad, or not measurable.	There is inconsistent or no evidence that students master the objective. There is no clear and/or measurable objective.
<i>Over the course of the year...</i>				
<b>4d. Student Understanding of Growth:</b> Teacher can articulate specifically (and with evidence) whether or not each student has internalized grade-level standards and, if not, what s/he still needs to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.			Always	Frequently
<b>4e. Using Data:</b> Teacher tracks assessment data to understand each student's progress toward mastery and uses results to guide planning, instruction and the creation of future assessments that connect to unit and year-end assessments.			Always	Frequently
<b>4f. Communication of Student Progress:</b> Teacher communicates student progress clearly and consistently to students, families, and school leaders.			Always	Frequently
			Sometimes	Rarely
			Sometimes	Rarely
			Sometimes	Rarely
<b>Overall Rating</b> based on preponderance of evidence	<b>Highly Effective</b> 4	<b>Effective</b> 3	<b>Partially Effective</b> 2	<b>Ineffective</b> 1

### 5. Commitment to Personal and Collective Excellence

The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers.

*Over the course of the year...*

<b>5a. Commitment to Continuous Improvement:</b> Teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5b. Collaboration:</b> Teacher contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into his or her own instruction.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5c. Attendance and Promptness:</b> Teacher is present and prompt, and attendance reflects his or her focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Overall Rating</b> based on preponderance of evidence	<b>Exceeds Expectations (+1)</b>	<b>Meets Expectations (0)</b>	<b>Slightly Below Expectations (-2)</b>	<b>Significantly Below Expectations (-6)</b>

## APPENDIX E: SAMPLE EVIDENCE COLLECTION TEMPLATES

(Optional)

These tools are included as guides for observers to use in collecting low-inference notes during an observation. After the observation, the observer should review these low-inference notes to identify evidence of each competency. Then, based on the evidence, the observer assigns a performance rating for the competency.

### Sample 1

Teacher:	Class:	Date/Time:
Time	Student Actions and Statements	Teacher Actions and Statements

**Sample 2**

Teacher:	Class:	Date/Time:
Competency	Evidence	
<p><b>1. Lesson Design and Focus:</b>  <i>Students sustain focus on a specific objective that moves them toward mastery.</i></p>		
<p><b>2. Rigor and Inclusiveness:</b>  <i>Instructional strategies challenge all students and provide multiple pathways to mastery.</i></p>		
<p><b>3. Culture of Achievement:</b> A learning-focused environment of shared high expectations promotes mastery.</p>		
<p><b>4. Student Progress Towards Mastery:</b> <i>Students show evidence of, and teacher monitors, growth</i></p>		



## APPENDIX F: PRE-OBSERVATION CONFERENCE FORM

(Optional)

Teacher Name:		Grade/Subject:	
Observation Date:		Observation Time:	
Observer Name			

Please help us to make our planning conference productive by preparing to respond to the questions below before we meet. Bring a copy of your lesson plan to the planning conference. The questions on this form will form the basis of the dialogue for the Pre-Observation Conference. The administrator may pose additional questions. It is your choice whether or not you would like to share your responses with the observer in a written form.

<b>Lesson Design and Focus</b>	<p>What is the lesson's objective? What standards will you focus on in your lesson? How does this lesson build on previous lessons?</p>
<b>Rigor and Inclusiveness</b>	<p>What will students do during the lesson to master the objective? What challenges do you anticipate? In other words, what might be "tricky" for students?</p>
	<p>Briefly describe the diverse needs of your students, including those with special needs or talents. How will you accommodate these differences?</p>
<b>Culture of Achievement</b>	<p>How will you ensure a culture of high expectations to support student mastery?</p>
<b>Student Progress Toward Mastery</b>	<p>How will you assess student learning? How will you use your assessment results?</p>
	<p>What else do you think I need to know about your class or the lesson?</p>

*For teacher growth. Not for permanent file.*

## APPENDIX G: FORMAL OBSERVATION SUMMARY FORM

Information on this summary form will be submitted by the evaluator online through the Newark Public Schools Framework for Effective Teaching Data Tool. Due to the online nature of this form, the exact layout of the actual form may differ—this form is included here only to provide a reference for the information that will be submitted through the Newark Public Schools Framework for Effective Teaching Data Tool. Teachers will have the opportunity to review this information during the Post-Observation Conference.

Teacher Name:		Subject Area:		
ID#:		Grade:		
School:		Department:		
Principal:		Evaluator:		
The teacher is				
	<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-Tenured		
The observation was				
	<input type="checkbox"/> Announced	<input type="checkbox"/> Unannounced		
Observation Date:				
Start Time:		End Time:		
Did a Pre-Observation Conference occur?				
	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
If yes, Pre-Observation Conference Date:				
<b>Lesson Summary</b>				
Objective:				
Summary:				
<b>Observation Notes</b>				
<b>1. Lesson Design and Focus:</b> Students sustain focus on a specific objective that moves them toward mastery.				
Evidence:				
Strengths:				
Growth Areas:				
<b>Rating: Lesson Design and Focus:</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)

**2. Rigor and Inclusiveness:** Instructional strategies challenge all students and provide multiple pathways to mastery.

Evidence:

Strengths:

Growth Areas:

<b>Rating: Rigor and Inclusiveness</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
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**3. Culture of Achievement:** A learning-focused environment of shared high expectations promotes mastery.

Evidence:

Strengths:

Growth Areas:

<b>Rating: Culture of Achievement</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
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**4. Student Progress Toward Mastery:** Students show evidence of, and teacher monitors, growth.

Evidence:

Strengths:

Growth Areas:

<b>Rating: Student Progress Toward Mastery:</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
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### Post Observation Conference

Post-Observation Conference Date:

Teacher's Comments:

Summary Comments:

Action Steps:

Assessment					
Overall Assessment	Total Points	Highly Effective (15-16 points)	Effective (11-14 points)	Partially Effective (6-10 points)	Ineffective (4-5 points)
Teacher Name:					
Signature:				Date:	
Observer Name:				Title:	
Signature:				Date:	
Witness Name:					
Signature:				Date:	

*Witness signatures may need to be added in particular circumstances.*

## APPENDIX H: TEACHER REFLECTION SUMMARY

(Optional)

Teacher Name:		Grade/Subject:	
Observation Date:		Observation Time:	

The questions on this form will form the basis of the dialogue for the Post-Observation Conference. The observer may pose additional questions. The teacher may or may not complete this summary in a written form. It is your choice whether or not you would like to share your written responses with the observer.

Lesson Design and Focus	Was the instructional objective met? Was the objective aligned to appropriate standards? How do I know students mastered the objective?
Rigor and Inclusiveness	Did I alter my instructional plan as I taught the lesson? Why or why not?
Culture of Achievement	How do I know students were productively engaged?
Student Progress Toward Mastery	As a result of participating in this lesson, what new information did students learn?
	If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

*For teacher growth. Not for permanent file.*

## APPENDIX I: MID-YEAR REVIEW SUMMARY FORM

Information on this summary form will be submitted by the administrator online through the Newark Excels Framework for Effective Teaching Data Tool. Due to the online nature of this form, the exact layout of the actual form may differ – this form is included here only to provide a reference for the information that will be submitted through the Newark Excels Framework for Effective Teaching Data Tool. Teachers will have the opportunity to review this information during the Mid-Year Review conference.

Teacher Name:		Subject Area:	
ID#		Grade:	
School:		Department:	
Principal:		Evaluator:	
The teacher is	<input type="checkbox"/> Tenured <input type="checkbox"/> Non-Tenured		
Review Date:			

### 1. Lesson Design and Focus: Students sustain focus on a specific objective that moves them toward mastery.

#### *"In one lesson" Indicators*

<b>1a. Lesson Sequence:</b> Individual lesson builds on previous lessons and on students' prior knowledge.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1b. Lesson Components:</b> Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1c. Pacing and Momentum:</b> Teacher maximizes learning time.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1d. Clarity:</b> Teacher clearly and accurately communicates content and instructions.	Highly Effective	Effective	Partially Effective	Ineffective

#### *"In the course of a year" Indicators*

<b>1e. Coherent Planning:</b> Lesson plans are standards-based and reflect work toward annual student achievement goals.	Always	Frequently	Sometimes	Rarely
<b>1f. Progression of Instruction:</b> Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.	Always	Frequently	Sometimes	Rarely
<b>Overall Competency Rating: Lesson Design and Focus:</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)

Evidence:

Strengths:

Growth Areas:

Teacher's comments:

**2. Rigor and Inclusiveness:** Instructional strategies challenge all students and provide multiple pathways to mastery.

*"In one lesson" Indicators*

<b>2a. Tailored Instruction:</b> Teacher tailors instruction to move all students toward mastery.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2b. Questions &amp; Tasks:</b> Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2c. Responsiveness:</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2d. Precision &amp; Evidence:</b> Teacher and students require precision and evidence in tasks and responses.	Highly Effective	Effective	Partially Effective	Ineffective

*"In the course of a year" Indicators*

<b>2e. Revisions:</b> Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.	Always	Frequently	Sometimes	Rarely
<b>2f. Depth of Knowledge:</b> Lesson objectives, tasks and materials require students to demonstrate the following skills: <ul style="list-style-type: none"> <li><i>Recall &amp; Reproduction:</i> Recall of a fact, term, principle, or concept; perform a routine procedure; build on prior knowledge</li> <li><i>Basic Application of Concepts:</i> Use of information and conceptual knowledge to select appropriate procedures for a task; identify two or more steps with decision points along the way; solve routine problems; organize/display information</li> <li><i>Strategic Thinking:</i> Develop a plan or sequence of steps to approach an abstract, complex, or non-routine problem using reasoning, decision making and justification; show success in approaching problems with more than one possible answer</li> <li><i>Extended Thinking;</i> Undertake an investigation or application to real world; requires time to research,</li> </ul>	Always	Frequently	Sometimes	Rarely

problem solve, and process multiple conditions of the problem or task; requires non-routine manipulations across disciplines/content areas/multiple sources				
<b>Final Competency Rating: Rigor and Inclusiveness</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>
Evidence:				
Strengths:				
Growth Areas:				
Teacher's comments:				
<b>3. Culture of Achievement: A learning-focused environment of shared high expectations promotes mastery.</b>				
<i>"In one lesson" Indicators</i>				
<b>3a. Enthusiasm for Learning:</b> Students express satisfaction in solving problems and mastering new material.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3b. Persistence:</b> Students show persistence in confronting demanding concepts and tasks.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3c. Community:</b> Classroom norms promote positive and productive teacher-student and student-student relationships.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3d. Attention:</b> Teacher's strategies and routines capture and maintain student attention on learning.	Highly Effective	Effective	Partially Effective	Ineffective
<i>"In the course of a year" Indicators</i>				
<b>3e. High Expectations:</b> The teacher fosters a classroom culture that is consistently one of high expectations and hard work.	Always	Frequently	Sometimes	Rarely
<b>3f. Peer Accountability:</b> Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.	Always	Frequently	Sometimes	Rarely
<b>Final Competency Rating: Culture of Achievement</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>
Evidence:				
Strengths:				



Growth Areas:
Teacher's comments:

**4. Student Progress Toward Mastery:** Students show evidence of, and teacher monitors growth.

*"In one lesson" Indicators*

<b>4a. Checks for Understanding:</b> Teacher consistently checks for understanding.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4b. Feedback:</b> Teacher and students give and receive timely, specific, and constructive feedback.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4c. Demonstration of Learning:</b> Students know more at the end of the lesson than they did at the start.	Highly Effective	Effective	Partially Effective	Ineffective

*"In the course of a year" Indicators*

<b>4d. Student Understanding of Growth:</b> Teacher can articulate specifically (and with evidence) whether or not students have internalized grade-level standards and, if not, what they still need to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.	Always	Frequently	Sometimes	Rarely
<b>4e. Using Data:</b> Teacher tracks assessment data to understand each student's progress toward mastery, and uses results to guide planning, instruction and the creation of future assessments that connect to unit and year-end assessments.	Always	Frequently	Sometimes	Rarely
<b>4f. Communication of Student Progress:</b> Teacher communicates student progress clearly and consistently to students, families, and school leaders.	Always	Frequently	Sometimes	Rarely
<b>Final Competency Rating: Student Progress Toward Mastery</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>

Evidence:
Strengths:
Growth Areas:
Teacher's comments:

**5. Commitment to Personal and Collective Excellence:** The teacher demonstrates commitment to excellence and to

the professional growth of his/her school and peers

*"In the course of a year" Indicators*

<b>5a. Commitment to Continuous Improvement:</b> The teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5b. Collaboration:</b> The teacher contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into his or her own instruction.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>5c. Attendance and Promptness:</b> The teacher is present and prompt and attendance reflects his/her focus on student learning as a priority.	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<b>Final Competency Rating: Commitment to Personal and Collective Excellence</b>	Exceeds Expectations (+1)	Meets Expectations (0)	Slightly Below Standard (-2)	Significantly Below Standard (-6)
Evidence:				
Strengths:				
Growth Areas:				
Teacher's comments:				

Summary	
Administrator's Summary Suggestions/Comments:	
Teacher's Summary Comments:	
<b>Individualized Professional Development Plan</b> List targets that will be addressed during the remainder of the school year.	

Progress Rating				
Total Points for Competencies 1-4				
Points Deducted for Competency 5				
<b>Mid-Year Review Score (Total Points)</b>	Highly Effective (15-17 points)	Effective (11-14 points)	Partially Effective (6-10 points)	Ineffective (0-5 points)

Teacher Name:		
Signature:		Date:
Administrator Name:		Title:
Signature:		Date:
Witness Name:		
Signature:		Date:

*Witness signatures may need to be added in particular circumstances.*

## APPENDIX J: ANNUAL EVALUATION SUMMARY FORM

Information on this summary form will be submitted by the administrator online through the Newark Public Schools Framework for Effective Teaching Data Tool. Due to the online nature of this form, the exact layout of the actual form may differ – this form is included here only to provide a reference for the information that will be submitted through the Newark Public Schools Framework for Effective Teaching Data Tool. Teachers will have the opportunity to review this information during the Annual Evaluation conference.

Teacher Name:		Subject Area:	
ID#		Grade:	
School:		Department:	
Principal:		Evaluator:	
The teacher is	<input type="checkbox"/> Tenured <input type="checkbox"/> Non-Tenured		
Review Date:			

### 1. Lesson Design and Focus: Students sustain focus on a specific objective that moves them toward mastery.

#### "In one lesson" Indicators

<b>1a. Lesson Sequence:</b> Individual lesson builds on previous lessons and on students' prior knowledge.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1b. Lesson Components:</b> Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1c. Pacing and Momentum:</b> Teacher maximizes learning time.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1d. Clarity:</b> Teacher clearly and accurately communicates content and instructions.	Highly Effective	Effective	Partially Effective	Ineffective

#### "In the course of a year" Indicators

<b>1e. Coherent Planning:</b> Lesson plans are standards-based and reflect work toward annual student achievement goals.	Always	Frequently	Sometimes	Rarely
<b>1f. Progression of Instruction:</b> Lesson objectives fit into a larger, coherent sequence that leads to student mastery of the appropriate standards.	Always	Frequently	Sometimes	Rarely
<b>Overall Competency Rating: Lesson Design and Focus:</b>	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)

Evidence:

Strengths:

Growth Areas:

Teacher's comments:

**2. Rigor and Inclusiveness:** Instructional strategies challenge all students and provide multiple pathways to mastery.

*"In one lesson" Indicators*

<b>2a. Tailored Instruction:</b> Teacher tailors instruction to move all students toward mastery.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2b. Questions &amp; Tasks:</b> Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2c. Responsiveness:</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2d. Precision &amp; Evidence:</b> Teacher and students require precision and evidence in tasks and responses.	Highly Effective	Effective	Partially Effective	Ineffective

*"In the course of a year" Indicators*

<b>2e. Revisions:</b> Student work includes revisions based on teacher and peer feedback, especially revised explanations and justifications to demonstrate student movement toward mastery.	Always	Frequently	Sometimes	Rarely
<b>2f. Depth of Knowledge:</b> Lesson objectives, tasks and materials require students to demonstrate the following skills: <ul style="list-style-type: none"> <li><i>Recall &amp; Reproduction:</i> Recall of a fact, term, principle, or concept; perform a routine procedure; build on prior knowledge</li> <li><i>Basic Application of Concepts:</i> Use of information and conceptual knowledge to select appropriate procedures for a task; identify two or more steps with decision points along the way; solve routine problems; organize/display information</li> <li><i>Strategic Thinking:</i> Develop a plan or sequence of steps to approach an abstract, complex, or non-routine problem using reasoning, decision making and justification; show success in approaching problems with more than one possible answer</li> <li><i>Extended Thinking;</i> Undertake an investigation or application to real world; requires time to research,</li> </ul>	Always	Frequently	Sometimes	Rarely

problem solve, and process multiple conditions of the problem or task; requires non-routine manipulations across disciplines/content areas/multiple sources				
<b>Final Competency Rating: Rigor and Inclusiveness</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>
Evidence:				
Strengths:				
Growth Areas:				
Teacher's comments:				
<b>3. Culture of Achievement: A learning-focused environment of shared high expectations promotes mastery.</b>				
<i>"In one lesson" Indicators</i>				
<b>3a. Enthusiasm for Learning:</b> Students express satisfaction in solving problems and mastering new material.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3b. Persistence:</b> Students show persistence in confronting demanding concepts and tasks.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3c. Community:</b> Classroom norms promote positive and productive teacher-student and student-student relationships.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3d. Attention:</b> Teacher's strategies and routines capture and maintain student attention on learning.	Highly Effective	Effective	Partially Effective	Ineffective
<i>"In the course of a year" Indicators</i>				
<b>3e. High Expectations:</b> The teacher fosters a classroom culture that is consistently one of high expectations and hard work.	Always	Frequently	Sometimes	Rarely
<b>3f. Peer Accountability:</b> Students hold themselves and their peers accountable for learning and supporting the culture of the classroom.	Always	Frequently	Sometimes	Rarely
<b>Final Competency Rating: Culture of Achievement</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>
Evidence:				
Strengths:				

Growth Areas:
Teacher's comments:

**4. Student Progress Toward Mastery:** Students show evidence of, and teacher monitors growth.

*"In one lesson" Indicators*

<b>4a. Checks for Understanding:</b> Teacher consistently checks for understanding.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4b. Feedback:</b> Teacher and students give and receive timely, specific, and constructive feedback.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4c. Demonstration of Learning:</b> Students know more at the end of the lesson than they did at the start.	Highly Effective	Effective	Partially Effective	Ineffective

*"In the course of a year" Indicators*

<b>4d. Student Understanding of Growth:</b> Teacher can articulate specifically (and with evidence) whether or not students have internalized grade-level standards and, if not, what they still need to learn. Students can, in turn, articulate connections between points of assessment, articulate what they still have to learn, and plot their progress toward mastery.	Always	Frequently	Sometimes	Rarely
<b>4e. Using Data:</b> Teacher tracks assessment data to understand each student's progress toward mastery, and uses results to guide planning, instruction and the creation of future assessments that connect to unit and year-end assessments.	Always	Frequently	Sometimes	Rarely
<b>4f. Communication of Student Progress:</b> Teacher communicates student progress clearly and consistently to students, families, and school leaders.	Always	Frequently	Sometimes	Rarely
<b>Final Competency Rating: Student Progress Toward Mastery</b>	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Partially Effective (2)</b>	<b>Ineffective (1)</b>

Evidence:
Strengths:
Growth Areas:
Teacher's comments:

**5. Commitment to Personal and Collective Excellence:** The teacher demonstrates commitment to excellence and to the professional growth of his/her school and peers

*"In the course of a year" Indicators*

<p><b>5a. Commitment to Continuous Improvement:</b> The teacher accurately self-assesses strengths and substantive growth areas, seeks and incorporates feedback from others, and pursues his or her own growth and development.</p>	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<p><b>5b. Collaboration:</b> The teacher contributes ideas and expertise to further colleagues' and the school's growth and incorporates productive insights into their his or her own instruction.</p>	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<p><b>5c. Attendance and Promptness:</b> The teacher is present and prompt and attendance reflects his/her focus on student learning as a priority.</p>	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
<p><b>Final Competency Rating: Commitment to Personal and Collective Excellence</b></p>	Exceeds Expectations (+2)	Meets Expectations (0)	Slightly Below Standard (-2)	Significantly Below Standard (-6)
Evidence:				
Strengths:				
Growth Areas:				
Teacher's comments:				



### Summary

Administrator's Summary Suggestions/Comments:

Teacher's Summary Comments:

#### **Individualized Professional Development Plan**

List targets that will be addressed during the remainder of the school year or next school year.

### Annual Evaluation Rating

Total Points for Competencies 1-4				
Points Deducted for Competency 5				
<b>Annual Review Score (Total Points)</b>	Highly Effective (15-17 points)	Effective (11-14 points)	Partially Effective (6-10 points)	Ineffective (0-5 points)

Other Recommendations:

Teacher Name:

Signature:

Date:

Administrator Name:

Title:

Signature:

Date:

Witness Name:

Signature:

Date:

*Witness signatures may need to be added in particular circumstances.*

## APPENDIX K: CORRECTIVE ACTION PLAN

Teacher Name:			Subject Area:	
ID#:			Grade:	
School:			Department:	
Principal:			Evaluator:	
The teacher is:	<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-Tenured		
Review Date:				

Post-Observation Conference Date:	
Plan Development Date	

Competencies & Indicators	Actions to be Taken	Timeline	Responsible Person(s)

Teacher Signature:		Date:	
Administrator Signature:		Date:	

## APPENDIX L: SAMPLE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Note that this form is only a sample. IPDPs may be arranged in any format, as long as they include these same components.

Teacher Name:		Subject Area/Grade:	
School:		Department:	
Principal:		Evaluator:	
The teacher is:		<input type="checkbox"/> Tenured	<input type="checkbox"/> Non-Tenured
Growth Area(s): Competency and Indicator	Action Steps	Follow-up Summary	Evidence of Progress
Teacher Signature:		Evaluator Signature:	

## APPENDIX M: TIPS FOR COMPLETING INDIVIDUAL PROFESSIONAL DEVELOPMENT FORMS

The Individual Professional Development Plan (IPDP) is a tool for outlining a teacher’s specific goals to make improvement. It is a living document that is revised depending upon the teacher’s progress. The following are recommended (but not required) tips to create a meaningful and manageable IPDP:

### TIPS FOR COMPLETING IPDPS

#### Growth Areas

- Growth areas come straight from the competencies and indicators in the Framework for Effective Teaching. Identify the specific competency(ies) and indicator(s) needing improvement. Use the desired performance level in the rubric to define a more specific and measurable objective.
- Administrator’s input: Consider the following about the teacher: observations from this year matched to the framework, last year’s performance, last year’s growth areas, and the site focus (if applicable).
- Teacher’s input: Ask the teacher to consider how s/he needs to grow. This can include: self-assessment with the framework, progress in last year’s growth areas, and the site focus (if applicable).
- To help teachers successfully improve, focus on a limited number of growth areas. Consider choosing at most two competencies, perhaps identifying two indicators within those strands as areas of focus for the teacher.

#### Action Steps

- Make action steps manageable for the teacher. For example, with a teacher who needs to grow in writing objectives, only pick one text for the teacher to read and integrate into her teaching along with one tool (e.g., using the “Bloom’s Taxonomy Verbs” to write objectives) before suggesting another text.
- Make action steps manageable for the administrator. For example, rather than committing to review teacher-created assessments for the entire year, the administrator could focus on reviewing assessments for a month.
- Consider timing – should action steps take place over one month or a longer period of time? For a low-performing teacher, consider having the action steps cover only a few months so they can be tailored to the teacher’s progress (or lack thereof). For a higher performing teacher who is quick to identify how s/he needs to improve, a year-long IPDP may work because close monitoring and tailoring of support is not needed as much.
- Try to prioritize to support the teacher. If you anticipate the Action Steps will take several months, you might discuss with the teacher where you would like him or her to begin.

#### Follow-Up Summary

- Beginning with a date, write a factual list of what has been completed by the teacher, administrator(s), mentor, or other supports. If the teacher did not do something that was specified in the action steps, make note of it.
- This summary can be linked to each growth area. However, some administrators might find it helpful to have a running log for all assistance provided. In this case, you may want to color code the summary to align to the growth areas so it is clear that support was provided for all identified areas.

#### Evidence of Progress

- This column calls out whether the teacher has made progress in the growth areas. The evidence can come from formal and partial period observations, submitted lesson plans, and student data.
- Consider discussing what would demonstrate Evidence of Progress in your initial conversation when you set the Growth Areas and Action Steps. This is a great opportunity to have the teacher identify how s/he will

know that s/he has demonstrated improvement and for the administrator to be explicit in what s/he will look for.

- Complete this section after support has been provided to the teacher and time has been provided for the teacher to show improvement. However, be careful about not waiting months to look for evidence of progress; a couple of weeks should be sufficient. The IPDP is about helping teachers continually improve in specific areas so it is important to evaluate progress frequently and on an ongoing basis.

#### **Use the IPDP throughout the school year:**

- Teachers and administrators may want to reference and update the IPDP throughout the year to identify opportunities for teachers to grow in his or her development areas.
- Revisit the IPDP in pre- and post-observation conferences.
- Refer to IPDP goals in partial period observations and casual conversations.
- Explicitly discuss the IPDP and progress to date during Mid-Year and Annual Evaluation Conferences.

#### **Final thoughts**

Teachers should be held accountable to all areas of the framework, not just their growth areas. For example, if a teacher teaches a lesson with no assessment, it does not matter that “assessment” was not explicitly identified in the IPDP. The administrator should note in the observation report that there is no assessment to determine if students mastered the objective. In these cases, it may be helpful to revisit and update the IPDP where appropriate.

## **PREPARATION FOR 1-ON-1 IPDP MEETINGS**

#### **Purpose of the self-assessment and 1-on-1 meeting**

This approach provides three unique opportunities:

1. Each teacher has an opportunity to learn about the framework and understand in very clear terms what the administrator expects and will use to organize and prioritize feedback about teaching and learning. With a deeper understanding of the framework, the teacher may also be able to contribute evidence for consideration.
2. The principal/administrator has an opportunity to learn about each teacher’s teaching not just through classroom observation, but also through ongoing open dialogue about teaching goals, philosophy of education and past experiences that have shaped professional styles and preferences.
3. The teacher and principal have an opportunity to develop an agreement about which professional learning goals are most important for this year and what will constitute evidence of achievement of these goals. Instructional supervision should connect to this conversation and these documents for the rest of the year, ensuring that feedback is important, relevant, and aligned with the needs and performance of the teacher and students.

## APPENDIX N: PARTIAL PERIOD OBSERVATION FEEDBACK SUMMARY

(Optional)

Following a partial period observation, use this form to provide feedback by selecting only the competencies and indicators that were the focus of the partial period observation and then completing those sections. You do not need to complete the entire form.

Teacher Name:		Subject Area/Grade:	
School:		Department:	
Principal:		Evaluator:	

Observation Date:			
Start Time:		End Time:	

Observation Notes				
<b>Lesson Design and Focus</b> Students sustain focus on a specific objective that moves them toward mastery.	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
<i>"In one lesson" Indicators</i>				
<b>1a. Lesson Sequence:</b> Individual lesson builds on previous lessons and on students' prior knowledge.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1b. Lesson Components:</b> Lesson components move students toward mastery of an objective that is aligned to essential understandings in the standards.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1c. Pacing and Momentum:</b> Teacher maximizes learning time.	Highly Effective	Effective	Partially Effective	Ineffective
<b>1d. Clarity:</b> Teacher clearly and accurately communicates content and instructions.	Highly Effective	Effective	Partially Effective	Ineffective
<b>Rigor and Inclusiveness</b> Instructional strategies challenge all students and provide multiple pathways to mastery.	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
<i>"In one lesson" Indicators</i>				
<b>2a. Tailored Instruction:</b> Teacher tailors instruction to move all students toward mastery.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2b. Questions &amp; Tasks:</b> Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2c. Responsiveness:</b> Teacher anticipates and responds to student reactions and misunderstandings by adjusting instructional strategies.	Highly Effective	Effective	Partially Effective	Ineffective
<b>2d. Precision &amp; Evidence:</b> Teacher and students require precision and evidence in tasks and responses.	Highly Effective	Effective	Partially Effective	Ineffective

<b>Culture of Achievement</b> A learning-focused environment of shared high expectations promotes mastery.	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
<i>"In one lesson" Indicators</i>				
<b>3a. Enthusiasm for Learning:</b> Students express satisfaction in solving problems and mastering new material.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3b. Persistence:</b> Students show persistence in confronting demanding concepts and tasks.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3c. Community:</b> Classroom norms promote positive and productive teacher-student and student-student relationships.	Highly Effective	Effective	Partially Effective	Ineffective
<b>3d. Attention:</b> Teacher's strategies and routines capture and maintain student attention on learning.	Highly Effective	Effective	Partially Effective	Ineffective

<b>Student Progress Toward Mastery</b> Students show evidence of, and teacher monitors growth.	Highly Effective (4)	Effective (3)	Partially Effective (2)	Ineffective (1)
<i>"In one lesson" Indicators</i>				
<b>4a. Checks for Understanding:</b> Teacher consistently checks for understanding.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4b. Feedback:</b> Teacher and students give and receive timely, specific, and constructive feedback.	Highly Effective	Effective	Partially Effective	Ineffective
<b>4c. Demonstration of Learning:</b> Students know more at the end of the lesson than they did at the start.	Highly Effective	Effective	Partially Effective	Ineffective

<b>Informal Feedback</b>				
(feedback may be provided in written format or verbally)				

## APPENDIX O: NJDOE EVALUATION FORM FOR PROVISIONAL TEACHERS

*Note:* A provisional teacher is a novice teacher who does not yet hold a standard teaching certificate issued by the NJDOE. Provisional teachers may hold a Certificate of Eligibility or a Certificate of Eligibility with Advanced Standing. Only some non-tenured teachers are provisional teachers. The state requires the following form to be completed and submitted for each provisional teacher. Please note that administrators must complete BOTH the below form required by the state as well as the evaluation process required by Newark Public Schools. Evaluators may use the same observations and evidence to complete both the NPS and NJDOE forms.

Office of Licensure and Credentials  
**PROVISIONAL TEACHER PROGRAM**  
New Jersey Department of Education  
PO Box 500  
Trenton, New Jersey 08625-0500

FORMATIVE EVALUATION: Required after 10, 20 and 30 weeks of full-time teaching.

\*Administrators completing formative and summative evaluations for **P-3 candidates** must incorporate into their evaluation the degree of mastery of topic delineated in N.J.A.C. 6A:9-11.1(e) for the instruction of Preschool through Grade Three novice teachers.

Traditional Route \_\_\_\_\_ Alternative Route \_\_\_\_\_

Provisional Teacher \_\_\_\_\_ Subject/grade \_\_\_\_\_

Social Security Number \_\_\_\_\_ Circle one: 10<sup>TH</sup> WEEK 20<sup>TH</sup> WEEK 30<sup>TH</sup> WEEK

Principal/Administrative Designee \_\_\_\_\_

District or Nonpublic School \_\_\_\_\_ County \_\_\_\_\_

Mailing Address/Telephone Number \_\_\_\_\_

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KEY:            B = Beginning                      E = Emerging                      A= Applying

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### Definitions:

**Beginning (B):** Novice teachers at this level of proficiency must rely on school-level assistance for guidance in preparation and the delivery of lessons and the application of daily teaching, planning, and management skills. Novice teachers may have difficulty integrating knowledge with application. At this level, there is little evidence to denote competency in a standard based on the New Jersey Professional Standards for Teachers.

**Emerging (E):** Novice teachers at this level of proficiency continue to need assistance, but have begun to utilize their skills and knowledge to establish and monitor long-term goals, show independence in making careful decisions for classroom management and planning, and have adequate content knowledge and instructional skills to support student in a standard based on the New Jersey Professional Standards for Teachers.

**Applying (A):** Novice teachers achieving this level of proficiency within their practice demonstrate the ability to consistently integrate appropriate teaching strategies in the delivery of content, use school resources to effectively develop and monitor student outcomes, and work collaborative with the system to support teaching and learning.



At level, novice teachers show competency, consistency, and confidence in their professional practice and are able to make appropriate decisions based on the New Jersey Professional Standards for Teachers.

I. CURRICULUM, INSTRUCTION AND ASSESSMENT

Does the provisional teacher demonstrate the knowledge, skills, and dispositions as defined in New Jersey Professional Standards for Teachers (Standards 1, 4, 5) to make effective decisions regarding:

- How to design lessons that are aligned with the Core Curriculum Content Standards (CCCS)?
- How to use teaching strategies that are research-based and best practice?
- How to establish learning outcomes that are aligned with CCCS?

**Standard One:** The provisional teacher demonstrates competence in subject matter knowledge relevant to NJ Core Curriculum Content Standards (CCCS)

**Circle One:**

B E A 1. Designing developmentally appropriate learning experiences for all students

B E A 2. Keeping abreast of new ideas and understanding of the discipline.

B E A 3. Helping students develop literacy skills that enable them to make connections within all content areas to solve problems.

**Standard Four:** The provisional teacher demonstrates competence in instructional planning and strategies by designing lessons based on knowledge of NJ CCCS and employing a variety of developmentally appropriate strategies as evidenced by:

**Circle One:**

B E A 1. Identifying and designing developmentally appropriate instruction for all students based on student learning needs and cultural differences.

B E A 2. Evaluating and using relevant resources and curriculum materials for comprehensiveness and accuracy.

B E A 3. Planning and developing effective lessons based on knowledge of classroom, school, and community culture that will make the subject matter meaningful for students.

B E A 4. Creating interdisciplinary learning experiences that allow students to integrate and apply knowledge.

**Standard Five:** The provisional teacher demonstrates competence in using results from multiple assessments to evaluate, modify instruction, and promote student learning as evidenced by:

**Circle One:**

B E A 1. Analyzing student performance using multiple data sources, which include formal and informal assessments, to modify instruction and to promote preferred student learning outcomes.

B E A 2. Utilizing student self-assessment strategies and constructive teacher feedback to enable students to meet their desired goals and the expectations of the curriculum.

B E A 3. Accurately documenting and reporting ongoing student data to parents and other

professional staff.

## II. STUDENT LEARNING AND DEVELOPMENT

Does the provisional teacher demonstrate the knowledge, skills, and disposition as defined in New Jersey Professional Standards for Teachers (2, 3, 7) to make effective decisions regarding:

- How to meet the needs of all students being taught?
- How to select effective teaching strategies that focus on individual learning needs?

**Standard Two:** The provisional teacher demonstrates competence in understanding how students learn best and how to provide opportunities that support their intellectual, social, emotional and physical development as evidenced by:

### Circle One:

- B E A            1. Applying the knowledge of developmental and cultural differences in student intelligence, perceptions, cognitive style and achievement levels to accommodate differences in learning styles and abilities.

**Standard Three:** The provisional teacher demonstrates competence in practicing culturally responsive evidenced by:

### Circle One:

- B E A            1. Creating a learning community in which individual differences are respected and celebrated.
- B E A            2. Incorporating teaching strategies that reflect an understanding, respect and acknowledgement of the diversity of all students, their families and the community.
- B E A            3. Meeting the diverse needs of English Language Learners by using strategies that build on student strengths.

**Standard Seven:** The provisional teacher demonstrates competence in adapting and modifying instruction to accommodate the special learning needs of all students as evidenced by:

### Circle One:

- B E A            1. Employing appropriate diagnostic measures, interpreting results and implementing strategies that support learning for students with exceptional needs.
- B E A            2. Participating in the design and implementation of individualized learning goals, accommodations and the individualized Education Program (IEP), where appropriate.
- B E A            3. Accommodating and/or modifying instruction appropriately for students of all abilities.

## III. RESPONSIVE LEARNING ENVIRONMENT

Does the provisional teacher demonstrate the knowledge, skills, and dispositions as defined in the New Jersey Professional Standards for Teachers (6,8) to make effective decisions regarding:

- How to create an optimal environment for student learning and development?

**Standard Six:** The provisional teacher demonstrates competence in creating a supportive, safe and respectful learning environment as evidenced by:

**Circle One:**

B E A            1. Creating a positive classroom climate that is socially, emotionally and physically safe.

B E A            2. Establishing and maintaining appropriate standards of behavior.

B E A            3. Maintaining a learning community in which students assume responsibility for their learning by working both collaboratively and independently, as well as participating in group decision making.

**Standard Eight:** The provisional teacher demonstrates competence in using effective communication techniques and tools of information literacy as evidenced by:

**Circle One:**

B E A            1. Using effective verbal and nonverbal techniques to foster individual and collective inquiry.

B E A            2. Using appropriate oral and written expressions to clearly communicate in a variety of ways that are sensitive to cultural, linguistic, gender and social differences.

B E A            3. Modeling effective communication strategies and questioning techniques.

#### IV. SCHOOL AND COMMUNITY

Does the provisional teacher demonstrate the knowledge, skills, and dispositions as defined in New Jersey Professional Standards for Teachers (9, 10) to make effective decisions regarding: How to function as a professional member of the school and the community?

**Standard Nine:** The provisional teacher demonstrates competence in building relationships with parents/guardians families and agencies in the larger community as evidenced by:

Circle One:

B E A            1. Recognizing and respecting the role of parents/guardians and other family members as a child's primary teacher.

B E A            2. Developing cooperation partnerships with diverse groups in the community to support student learning and well-being.

B E A            3. Instituting parent/family involvement practices that support opportunities at school and at home to strengthen the teaching and learning environment.

**Standard Ten:** The provisional teacher demonstrates competence by actively participating in a

professional learning community through reflective practices to enhance the teaching and learning process as evidenced by:

**Circle One:**

B E A            1. Using reflective practice and the Professional Teaching Standards to set professional goals.

B E A            2. Participating in collegial activities and learning through professional education organizations or other collaborative work.

**RECOMMENDATIONS:**

**RECOMMENDATIONS FOR IMPROVEMENT:**

\_\_\_\_\_  
Signature of Building Principal/School Administrator

\_\_\_\_\_  
Date Evaluated

\_\_\_\_\_  
Signature of Provisional Teacher

\_\_\_\_\_  
Date Evaluated