

Teacher Evaluation and Support

Multiple Measures of Student Achievement and Teacher Practice

AchieveNJ relies on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. The weights in the charts to the right are set for the current school year; the state may adjust them in future school years to reflect lessons learned from new data and feedback from educators.

Student Achievement

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

Student Growth Percentiles (SGPs) measure student achievement gains within 4th-8th-grade Language Arts and 4th-7th-grade Math¹, referred to as the “tested grades and subjects.” Using the state standardized assessment, SGPs compare the change in a student’s achievement from one year to the next to that of all other students in the state who had similar historical results (the student’s “academic peers”).

- For teachers of tested grades and subjects, the median of their students’ change in achievement, or mSGP, counts for 30% of the overall evaluation rating.
- In order for teachers to have an mSGP score, they must have 20 separate students with SGP scores, and students must be enrolled in a teacher’s class for at least 70% of the year.

In addition, teachers set **Student Growth Objectives (SGOs)** for their students at the start of the year and are assessed on whether those objectives are met at the end of the year. SGOs are academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. These academic goals, counting for 15% of a teacher’s evaluation, should be aligned to standards and measured using high quality assessments of various types including locally-developed tests, performance assessments, and portfolios.

- Teachers of non-tested grades and subjects are required to set two SGOs.
- Teachers of tested grades and subjects are required to set one or two SGOs.

Teacher Practice

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

Non-tenured teachers will have at least three required observations each year.

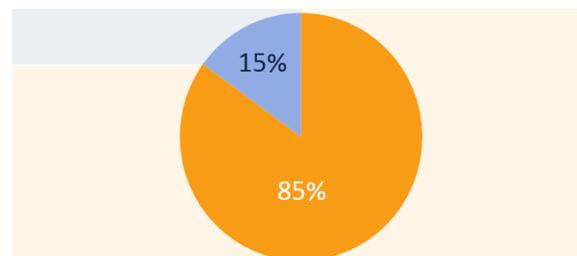
- Each observation must be conducted for a minimum of 20 minutes.
- Multiple observers are required.

Tenured teachers will have at least two required observations each year.

- Each observation must be conducted for a minimum of 20 minutes.

Non-Tested Grades and Subjects

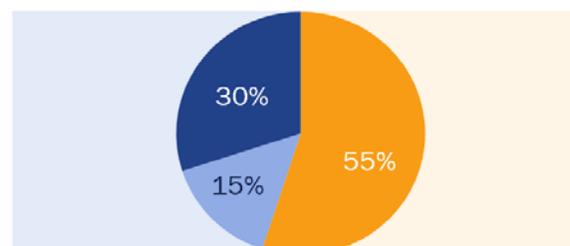
Teachers Outside of Grades 4-8,
Language Arts Literacy and 4-7 Mathematics



Student Growth Objectives Teacher Practice

Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Grades 4-7 Mathematics



mSGP Student Growth Objectives Teacher Practice

¹ SGP is not currently calculated for 8th-grade math.

- Multiple observers are recommended.
- With mutual agreement between teacher and supervisor, one traditional observation of a tenured teacher rated highly effective on their previous evaluation may have one of their observations replaced by a [portfolio of practice option](#) chosen from a commissioner-approved list.

Observation Requirements Summary²

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

Additional notes on observations:

- **Announced vs. Unannounced:** Within the minimum requirements, all teachers must have at least one unannounced and one announced observation with a pre-conference.
- **Non-tenured teachers present for less than 40% total school days in an academic year:** A minimum of 2 observations are required.
- **Post-conferences:** Post-conferences between teachers and their supervisors are required following each observation. These conferences must all be face-to-face for non-tenured teachers and at least one must be face-to-face for tenured teachers.

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

Summative Rating

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

To Learn More or Share Feedback

- Contact your School Improvement Panel and District Evaluation Advisory Committee.
- Visit the AchieveNJ website at www.nj.gov/education/AchieveNJ.

² Information in this table and box below regarding number and length of observations and post-conferences are described in proposed rules pending adoption in late fall 2016 for use in the 2016-17 school year.

- E-mail educatorevaluation@doe.state.nj.us, or call the AchieveNJ Help Line at 609-777-3788.