



Building Partnerships for Tomorrow

Union County Educational Services Commission
Westfield, New Jersey

Teaching Staff Evaluation Manual 2017 - 2018

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**UNION COUNTY EDUCATIONAL SERVICES COMMISSION
TEACHING STAFF EVALUATION MANUAL
2017 - 2018 SCHOOL YEAR**

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FORMS (DOWNLOAD FOR DOWNLOAD AT UCESC.ORG)

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APPENDICES (AVAILABLE FOR DOWNLOAD AT UCESC.ORG)

- A. NJ DEPARTMENT OF EDUCATION – ACHIEVENJ RESOURCE CATALOG
- B. NJ DEPARTMENT OF EDUCATION - SGO GUIDEBOOK
- C. NJ DEPARTMENT OF EDUCATION – SGO QUICK START GUIDE
- D. DANIELSON FRAMEWORK FOR TEACHING EVALUATION TOOL (2013)
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VISION AND GOALS

Vision:

Union County Educational Services Commission recognizes that teacher effectiveness has a profound impact on student achievement. This plan was developed to foster a supportive environment in which the assessment and evaluation process encourages self-reflection and collaboration, acknowledges exceptional instructional practices and provides meaningful feedback needed for all teachers to learn and grow professionally.

Goals:

The primary goals of the UCESC Teaching Staff Evaluation Plan are to:

1. Implement a performance evaluation system that articulates a shared vision of effective instruction and clear, concise expectations for teaching and learning.
2. Improve the academic achievement of students by holding teachers accountable to rigorous standards of instructional planning, implementation and assessment.
3. Provide timely, constructive and respectful feedback to improve the quality of instruction and ensure accountability for teacher performance and effectiveness.
4. Support the continuous growth and development of teachers through a variety of opportunities including goal-setting, reflection, professional development and through ongoing and sustained dialogue between teachers and administrators.

Alignment:

The Union County Educational Services Commission Teaching Staff Evaluation Plan is developed in accordance with the regulations for performance assessment and evaluation of teachers and certificated support staff as specified in the following:

- The TEACHNJ Act of 2012
- New Jersey Administrative Code 6A:10 (“Educator Effectiveness”)
- New Jersey Professional Standards for Teachers
- UCESC Board of Education Policies and Regulations:
 - 3221 - “Evaluation of Teachers”
 - 3222 - “Evaluation of Teaching Staff Members, Excluding Teachers
 - 3240 – “Professional Development”

Review:

This manual is intended to provide guidelines related to the performance assessment and evaluation of teaching staff members of Union County Educational Services Commission. The procedures and timelines outlined within may be amended and supplemented at any time at the sole discretion of the Superintendent. All revisions will be disseminated to staff at regularly scheduled meetings of the District Evaluation Advisory Committee (DEAC).

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EVALUATION FRAMEWORK

A commitment to professional learning is important, not because teaching is of poor quality and must be fixed, but rather because teaching is so hard that we can always improve it. No matter how good a lesson is, we can always make it better. Just as in other professions, every teacher has the responsibility to be involved in a career-long quest to improve practice.

Charlotte Danielson

The Framework for Teaching, 2013 Revised Edition, by Charlotte Danielson is the foundation of the Union County Educational Services Commission Staff Evaluation Plan.

The Framework is a research-based set of components of instruction that emphasize an active and student-centered view of teaching and learning. The Commission adopted the Framework for Teaching in September, 2013 to provide teachers and administrators with an invaluable tool to promote a shared understanding of effective instructional practices and facilitate a meaningful dialogue about teacher performance and growth.

The Framework divides the complex work of teaching into four primary domains: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. Within these domains exists 22 components and 76 elements that further refine our understanding of high-quality teaching.

A copy of the Framework for Teaching, 2013 Edition, is included in the appendices of this manual and can also be accessed, along with other evaluation forms and resources, on the “Staff” section of the Union County Educational Services Commission website.

<p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none"> • 1a Demonstrating Knowledge of Content and Pedagogy • 1b Demonstrating Knowledge of Students • 1c Setting Instructional Outcomes • 1d Demonstrating Knowledge of Resources • 1e Designing Coherent Instruction • 1f Designing Student Assessments 	<p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> • 2a Creating an Environment of Respect and Rapport • 2b Establishing a Culture for Learning • 2c Managing Classroom Procedures • 2d Managing Student Behavior • 2e Organizing Physical Space
<p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> • 4a Reflecting on Teaching • 4b Maintaining Accurate Records • 4c Communicating with Families • 4d Participating in the Professional Community • 4e Growing and Developing Professionally • 4f Demonstrating Professionalism 	<p>Domain 3: Instruction</p> <ul style="list-style-type: none"> • 3a Communicating With Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction • 3e Demonstrating Flexibility and Responsiveness

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EVALUATION SCHEDULE – 2017 – 2018			
Component	Tenure Status	Completion** Date	Submission Date (HR Office)
Student Growth Objectives			
SGO Conferences	T&NT	Week of September 25	
Approval by Principal	T & NT	Week of October 2	
Mid-Point Review	T & NT	Week of December 11	
Evaluation & Scoring	T & NT	Week of February 12	
Professional Development & Corrective Action Plans – 2017 - 2018			
PDP	T & NT	Week of September 25	
CAP	T & NT	Week of September 25	
Observations			
First Observation	T & NT	October 31	November 3
Second Observation	T & NT	December 15	December 22
Third Observation	NT & CAP (T)	February 2	February 8
Fourth Observation	CAP (NT)	March 2	March 9
Annual Summative Evaluations			
Attendance Cutoff	T & NT	March 1	
Self-Reflection Forms	T & NT	March 1	
PD Logs & Artifacts	T & NT	March 1	
Summative Evaluation	Non-Tenured	March 23	April 13
	Paraprofessionals	March 29	April 13
	Tenured	April 20	April 30
Professional Development & Corrective Action Plans – 2018 – 2019			
PDP	T & NT	To Be Determined	
CAP	T & NT	June 1	June 8

All observation and evaluation timelines are subject to revision due to unforeseen circumstances at the sole discretion of the Superintendent

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OBSERVATION WORKFLOW – 2017 - 2018

In order to ensure consistency throughout the Commission, all teacher observations will conducted during the 2017 - 2018 school year will adhere to the following procedures:

Observation # 1 – Tenured & Non-Tenured Staff (Due by October 31, 2017)

- Announced Observation (20-Minutes)
- Pre-Observation Planning Form
- Pre-Observation Conference
- Post-Observation Reflection Form
- Post-Observation Conference

Observation # 2 – Tenured & Non-Tenured Staff (Due by December 15, 2017)

- Unannounced Observation (20-Minutes)
- Post-Observation Reflection Form
- Post-Observation Conference (Non-Tenured Only)

Observation # 3 – (Due by February 2, 2018)

A. Non-Tenured Staff

- Unannounced Observation (20-Minutes)
- Post-Observation Reflection Form
- Post-Observation Conference

B. Corrective Action Plan (Tenured)

- Announced Observation (20-Minutes)
- Pre-Observation Planning Form
- Pre-Observation Conference
- Post-Observation Reflection Form
- Post-Observation Conference

Observation # 4 – Corrective Action Plan (Non-Tenured) (Due by March 2, 2018)

- Announced Observation (20-Minutes)
- Pre-Observation Planning Form
- Pre-Observation Conference
- Post-Observation Reflection Form
- Post-Observation Conference

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OBSERVATION PROCEDURES

Requirements:

Observing classroom instruction is one of the most powerful practices to acknowledge, refine and improve teaching and learning. Formal observations provide opportunities for the teacher and administrator to discuss the lesson planning process, collect evidence on the teacher's instruction and classroom environment, and engage in an interactive dialogue after the observation has been conducted to discuss the effectiveness of the lesson.

As per AchieveNJ regulations, all observations must fulfill the following requirements:

Teacher Status	Minimum Observations	Observation Format	Pre-Observation Conference	Post-Observation Conference
Non-Tenured	3 x 20 minutes	1 x Announced 2 x Unannounced	1 x Face-to-Face	3 x Face-to-Face
Tenured	2 x 20 minutes	1 x Announced 1 x Unannounced	1 x Face-to-Face	1 x Face-to-Face 1 x Electronic
Corrective Action Plan (Non-Tenured)	4 x 20 minutes	2 x Announced 2 x Unannounced	2 x Face-to-Face	4 x Face-to-Face
Corrective Action Plan (Tenured)	3 x 20 minutes	2 x Announced 1 x Unannounced	2 x Face-to-Face	3 x Face-to-Face

- Observations must be conducted by a school administrator employed by the district who has demonstrated annual competency in the teacher practice instrument approved for use in the district (Charlotte Danielson Framework for Teaching).
- Observations must reflect the performance of the typical duties assigned to the staff member and can include, but not be limited to, observations of meetings, individual or group instruction of students, parent conferences, staff trainings, and/or a case-study analysis of a significant student issue.
- Administrators maintain the sole discretion in deciding if additional observations will be conducted for any staff member and whether they will be announced or unannounced, preceded by a pre-conference, and/or are longer than 20 minutes.
- Administrators must complete two co-observations per year for training purposes. When used as a formal observation, the final scores and recommendations of a co-observation are determined by the designated supervisor of the staff member.
- Non-Tenured staff must be observed by more than one administrator over the course of the school year. Co-observations do not fulfill the requirement for multiple observers of non-tenured staff.
- Teaching staff who are assigned Corrective Action Plans are required to have one additional observation per year and multiple observers regardless of tenure status.
- If a non-tenured teaching staff member is present less than 40% of the total school days in a year, he or she must receive at least two observations in order to receive a teacher practice score.

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Pre-Observation Conferences:

A pre-observation conference, when required, must occur within seven (7) working days prior to the observation, not including the day of the observation. The pre-conference should be used to discuss the lesson to be observed, including a review of objectives, strategies for instruction and assessment, and any questions related to intended outcomes.

All staff members must participate in at least one pre-observation conference per year regardless of tenure status. Teachers must complete a pre-observation planning form and upload additional artifacts at least 24-hours prior to the conference. This data will be used as the evidence needed to score Domain 1 of the Danielson Framework.

Post-Observation Conferences:

The post-observation conference is the most important element of the evaluation process given its role to promote growth through the reflection and refinement of instruction.

The purpose of the post-observation conference is to review evidence collected during the observation; connect the evidence to the appropriate domains and components of the teacher practice instrument; acknowledge strengths; and provide suggestions to improve the effectiveness of instruction, assessment and classroom management.

All teaching staff are required to complete a post-observation reflection form and upload additional artifacts related to the lesson no later than 24-hours following the observation.

All classroom observations – whether unannounced or announced - of non-tenured staff must be followed by a face-to-face post-observation conference within fifteen (15) working days after the observation. For tenured staff, one post-observation conference may be conducted electronically. However, a face-to-face conference is required for tenured staff members when two or more components are scored partially or ineffective. A face-to-face post-observation conference can also be conducted upon request of either the administrator or tenured staff member.

Observation Reports:

A draft copy of the written observation report will be provided to teachers a minimum of 24-hours prior to the post-observation conference. The evaluation report must include the evidence collected during the observation; corresponding scores on the teacher practice instrument; and a narrative regarding strengths and recommendations for improvement.

The written evaluation report is subject to revision based upon the discussion that occurs at the post-observation conference. All teaching staff members will also be given the opportunity to submit a written response to the report within ten (10) working days following the post-observation conference and such response will be attached to the copy of the report maintained in the Personnel Office.

In the event that a teaching staff member does not sign the evaluation report nor issue a written response within ten (10) working days following the post-observation conference, the teaching staff member will be notified in writing that a copy of the observation report was placed into their Personnel File without signature.

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STUDENT GROWTH OBJECTIVES

What are Student Growth Objectives?

Student Growth Objectives (SGOs) are long-term measures of student learning included in the evaluations of all teachers, principals, and assistant/vice-principals as required by the TEACHNJ Act. SGOs provide a method by which teachers can improve their practice while clearly demonstrating their effectiveness through student achievement.

In accordance with AchieveNJ regulations, Student Growth Objectives must be:

- Specific and Measureable
- Aligned to New Jersey Student Learning Standards
- Based on student growth and/or achievement
- Driven by high expectations for students
- Set using available student learning data
- Developed in consultation with administration
- Approved and scored by the Principal/Director

Who is Required to Develop Student Growth Objectives?

All teachers working under an instructional certificate, with an assigned roster of students and teaching at least one course are required to develop two SGOs for the 2017-18 year.

At the recommendation of the New Jersey Department of Education, all other full-time certificated staff, including School Nurses, Social Workers, Speech Therapists, Occupational Therapists, Physical Therapists, Behaviorists and Hospital Instructors employed by the Commission are also required to develop two SGOs for the 2017-18 year.

How are Student Growth Objectives Selected?

Student Growth Objectives should be ambitious yet attainable while reflecting the most meaningful skills and functional learning outcomes for students of all ability levels.

When setting SGOs for 2017-18 staff are advised to follow the procedures outlined in Appendix B: “SGO Guidebook” and Appendix C: “SGO Quick Start Guide”.

The following requirements should also be taken into consideration:

- Teachers are required to align Student Growth Objectives to the most appropriate grade level skills of the New Jersey Student Learning Standards.
- Certified support staff (i.e. Speech Therapists. Social Workers) are required to align SGOs to the New Jersey Student Learning Standards that are most congruent with the scope of their assigned responsibilities and identified student outcomes.
- If a teacher does not agree with an SGO developed in consultation with his or her supervisor, the principal or Director shall make the final determination of content.

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What is the Timeline for Student Growth Objectives?

All teaching staff members are required to develop two SGOs with administrative input and Principal/Director approval no later than October 6, 2017.

- The Department of Education recommends, but does not require teachers to have at least 9-weeks of continuous instruction to implement meaningful SGOs.
- In cases where a teacher does not have at least 9-week of continuous instruction, either due to extended absence, course timelines or unanticipated circumstance, SGOs should be set for as much time as is available provided the teacher has an opportunity to contribute to students' learning during that abbreviated period.

Is it possible to revise Student Growth Objectives?

SGOs may be adjusted with administrative approval by December 16, 2017 for reasons including, but not limited to, the following:

- Significant change in schedule or assignment of teaching staff member.
- Extended leave of absence of teaching staff member.
- Significant change in enrollment and/or class composition.
- Availability of new, higher-quality sources of student performance data.
- An unusual event in the classroom, school, or district has occurred that significantly interrupts student learning (i.e. prolonged school closure).
- Flaws in construction of SGO (i.e. goals and/or assessment procedures) that make it impossible to use as an appropriate measure of teacher effectiveness.

How are Student Growth Objectives Reviewed and Evaluated?

Principals will schedule mid-point review conferences by December 17, 2017 to discuss progress towards mastery of Student Growth Objectives. At the conference, teachers will be given the option to revise SGOs with administrative approval due to changes in student enrollment or other unforeseen circumstances. Scoring conferences will be held with each teacher by February 12, 2018. At the conference, teachers will be responsible for presenting assessment data reflective of student performance towards mastery of the targeted skills. Based on this data, administrators will assign a final rating based upon the scoring plan developed for each Student Growth Objective.

- SGO scores comprise 15% of the annual summative evaluation ratings of teachers.
- SGO scores will not count towards the annual summative evaluation ratings of certified support staff. However, SGO scores for certified support staff members will be calculated and discussed at the annual summary evaluation conference.

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ANNUAL SUMMATIVE EVALUATIONS

Requirements:

In accordance with NJ Administrative Code, all teachers and certificated support staff will receive an annual summative evaluation that reflects the cumulative assessment of progress towards meeting their professional performance and student achievement goals. The annual evaluation culminates in a summative conference between teaching staff and administrators focused on reviewing accomplishments in regards to student learning, recognizing effective practices and identifying goals for professional improvement.

The annual summative evaluations of teachers and certificated support staff are based primarily upon, but not limited to, the following sources of performance data.

- Evidence gathered during announced and unannounced observations.
- Assessment of student achievement as measured by Student Growth Objectives.
- Framework Domain 4: Professional Responsibilities.
- Annual Summative Evaluation Self-Reflection Form.

Per AchieveNJ regulations, all teachers working under an instructional certificate, with an assigned roster of students and teaching at least one course are also required to receive a summative evaluation rating. Teachers without an assigned roster of students along with all certificated support staff will receive a summative evaluation rating per district policy, but the rating will not be reported to the New Jersey Department of Education.

Annual summative evaluation ratings are based on the weighted sum of the components of Teacher Practice (Danielson Framework)=85% and Student Achievement (SGOs)=15%. Summative evaluations ratings range from Ineffective to Highly Effective (1.0 – 4.0) and will be assigned based on cutoff scores determined by the NJ Department of Education. Scores and other relevant updates on AchieveNJ regulations will be disseminated to teaching staff members on an annual basis at September faculty meetings.

Procedures:

In preparation of the Annual Summative Conference, all teaching staff are required to complete the Summative Evaluation Self-Reflection Form in Teachscape and upload all supporting artifacts, including the Professional Development Log, by March 1, 2018.

Administrators are responsible for scoring Domain 4: Professional Responsibilities, writing a narrative summary of achievements and recommendations for improvement, approving the Professional Develop Hour Log for 2017-2018 and documenting progress towards meetings goals of the 2017 - 2018 Professional Development Plan.

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Documentation:

An Annual Summary Evaluation Report will be provided to the teaching staff member within 24-hours of the Annual Summary Evaluation Conference. The report must include:

- A summative evaluation score and rating for the 2017-2018 school year based upon cutoffs and guidelines established by the NJ Department of Education.
- Performance areas of strength and areas needing improvement based upon job description, evidence from observations, summative evaluation ratings, teacher input and other data sources deemed appropriate by the administrator.
- A Domain 4 (Professional Responsibilities) score report.
- A summary of Student Growth Objective scores.
- A statement regarding annual attendance.
- A statement of progress towards meeting goals of the individual PDP or CAP approved for the 2017 – 2018.

The annual written performance report must be signed by the teaching staff member and the administrator within five (5) working days of the summative evaluation conference. Teaching staff members will be given the opportunity to submit a written response to the summative evaluation report within ten (10) working days following the conference and such response will be attached to the report on file in the Personnel Office.

In the event a teaching staff member does not sign the annual written performance report nor submit a written response to the report within (10) working days following the annual summative evaluation conference, the staff member will receive written notice that a copy of the report will be placed in their Personnel File without signature.

The Annual Summary Evaluation Conference evaluation conference must be memorialized on the form included in this manual and submitted to the Personnel Office by April 13 (Non-Tenured Staff) and April 30 (Tenured Staff) by the assigned administrator along with original copies of the following supporting documentation:

1. Domain 4 Scoring Report
2. Teacher Composite Report
3. Student Growth Objectives 1 & 2
4. Record of Professional Development Hours 2017 - 2018
5. Professional Development Plan for 2017 - 2018

PROFESSIONAL DEVELOPMENT PLANS

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Requirements:

Union County Educational Services Commission is committed to supporting the ongoing professional growth and development of all staff members to ensure that students are provided programs grounded in current research and instructional best-practices.

AchieveNJ requires that all full-time teachers and certified support staff must complete at least twenty (20) hours of professional development annually and the content of which must be specified in an individual professional development plan (PDP). The twenty (20) hour annual PDP requirement may be prorated depending on individual circumstances (i.e. extended absences or a part-time assignment).

Procedures:

Teaching staff who receive either an “Effective” or “Highly Effective” rating on their most recent annual summative evaluations are required to develop an individual professional development plan (PDP) prior to September 30 of the following school year.

If a teaching staff member is hired after October 1, the PDP shall be developed within (25) twenty-five working days of his or her hire.

The content of each individual PDP shall be developed by each teacher’s supervisor in consultation with the teaching staff member. Annual goals should be aligned to the New Jersey Professional Standards for Teachers and Standards for Professional Learning available for download on the UCESC and/or Department of Education websites.

AchieveNJ regulations require that all individual PDPs must incorporate goals related to:

- One area derived from the results of observations and evidence in the teacher’s annual performance evaluation.
- Additional areas, as appropriate, aligned to (a) the teacher’s role as a member of a collaborative professional learning team and (b) any school and/or district improvement goals.
- Any PD requirements stipulated elsewhere in statute or regulation.

Evaluation and Documentation:

Professional development plans must be documented on the PDP form in this manual. The progress towards mastery of PDP goals should be evaluated and discussed at the annual summary evaluation conference and submitted to the Personnel Office as part of the annual summary evaluation packet.

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CORRECTIVE ACTION PLANS

Requirements:

Under AchieveNJ, teaching staff who are rated as “Ineffective” or “Partially Effective” on their annual summary evaluations will be placed on a Corrective Action Plan (CAP). The goal of the CAP is to provide structured and targeted support focused on meeting the needs for improvement identified during the current observation and evaluation process.

The Corrective Action Plan is developed by the teacher staff member and the teaching staff member’s assigned supervisor. If the teaching staff member does not agree with the plan’s contents, the designated supervisor shall make the final determination of content. All CAPs must also be reviewed and approved by the Office of the Superintendent.

The Corrective Action Plan (CAP) shall replace the requirement of an individual Professional Development Plan (PDP) until the next annual summary evaluation.

Teaching staff members on a corrective action plan shall receive a minimum of one additional observation and post-conference as indicated on the evaluation schedule. The observation will be conducted by the Superintendent and/or Assistant Superintendent.

Procedures:

Teaching staff who receive either an “Ineffective” or “Partially Effective” rating on their annual summative evaluation are required to develop a Corrective Action Plan (CAP) by June 1, 2018 with revisions made as needed in September, 2018.

All Corrective Action Plans must include the following:

- Areas in need of improvement identified in the evaluation rubrics and/or additional sources of data regarding the teacher’s performance.
- Specific, demonstrable goals for improvement.
- Responsibilities of the teaching staff member and the school district related to the implementation of the corrective action plan.
- Specific timelines for meeting each identified CAP goal.

Evaluation and Documentation:

Corrective action plans must be documented on the CAP form included in this manual. The progress towards meeting CAP goals will be discussed and documented in the personnel file of the teaching staff member during all post-observation conferences, the mid-year evaluation conference and the annual summary evaluation conference.

Progress towards meeting Corrective Action Plan goals may be documented as evidence in the annual summative evaluation of the teaching staff member; however, such progress does not guarantee an effective rating on the annual summary evaluation.

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FORMS AND APPENDICES

The following resources can be accessed in the “Staff Only” section of the UCESC website and/or on a shared Google Drive folder:

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- III. SUMMATIVE EVALUATION REFLECTION FORM
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