



## EE4NJ Teacher Evaluation Framework Overview

### **Core Principles:**

- Teachers should be evaluated on the basis of multiple measures that include both learning outcomes (outputs) and effective teaching practice (inputs).
- Where applicable, the components of the evaluation based on learning outcomes should include progress or growth on objective assessments that take into consideration starting and ending points of students' academic achievement. This is most fair to teachers of high-needs students, where absolute performance may not be an accurate reflection of growth during the year.
- To give teachers meaningful information to help them develop, a four-tiered rating system will be used, including "ineffective," "partially effective," "effective," and "highly effective" ratings.
- Districts should provide a direct link between the results of the evaluation and professional development opportunities to help teachers at all levels continuously improve.
- Plans should address evaluator inter-rater reliability and accuracy, so that ratings are consistent, objective, and trustworthy.
- Any personnel consequences connected with evaluations remain a matter of local decision and applicable state law and are not an element of the pilot program.

### **Learning Outcome Components (50%):**

- Student achievement on state-approved assessments or performance-based evaluations will comprise 35%-45% of evaluations.
  - For teachers of tested subjects and grades, *student growth* will be calculated by NJDOE using state assessments of math and language arts in grades 4-8 (where both a pre- and post-test score are needed to calculate student growth).
  - For teachers of untested subjects and grades, pilot districts will work with NJDOE to identify existing assessments or develop new assessments.
- A school-wide measure of student achievement will comprise 5% of evaluations.
  - This could include an aggregation of all students' growth, or a school-specific goal based on an area of need (e.g., graduation/promotion rates, college matriculation rates).
- Districts have the option of including additional performance measures for 0-10% of evaluations.
  - These could include nationally normed tests, supplemental assessments, end of course tests, or other measures.

### **Effective Practice Components (50%):**

- Districts must use a high-quality state-approved teacher practice evaluation framework (25%-47.5% of the evaluation) and at least one additional state-approved measure, such as portfolios, student surveys, etc. (2.5%-25% of the evaluation).
- Districts must conduct a minimum of three formal observations for non-tenured teachers and two for tenured teachers for one instructional period or a minimum of 40 minutes.
- Districts must conduct a minimum of two informal observations for all teachers, which will not count toward their evaluation but will provide meaningful feedback.
- Districts must prepare one summative, year-end evaluation based on a 4-point rating scale that results in a mutually-developed teacher professional development plan.
- Teachers must conduct at least one self-assessment of their own practice and compare with the evaluators' assessments to calibrate their personal understanding of effective practice.
- Districts will be expected to provide follow-up support and opportunities for professional development so teachers can develop their understanding of the framework.

For full details on the EE4NJ program, please visit the website at:  
<http://www.state.nj.us/education/EE4NJ/>.