# Framework for Evaluators: Improving Accuracy and Adding Value

When implemented well, AchieveNJ provides a vehicle for accurately evaluating teachers while providing them with substantive feedback that results in professional growth. This document provides strategies and tools to help school and district leaders evaluate teachers using AchieveNJ to improve their implementation of the system. The Department acknowledges and thanks the hundreds of educators across the state that have helped inform this document.

| Goal | Best Practice | Core Competencies | Strategies (see corresponding resources in Tools column) | Tools |
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| IMPROVE ACCURACY | All evaluators consistently produce educator practice and SGO scores that are valid reflections of educator efficacy. | 1. Evaluators and teachers share an **accurate and complete understanding of the practice instrument** and associated rubrics.<br><br>2. Evaluators **regularly recalibrate their scoring** to avoid rater bias and to ensure scoring is accurately interpreted and consistently and appropriately applied in all classrooms.<br><br>3. Evaluators adopt **systems to support the development and accurate scoring** of consistently high quality SGOs. | **Required**<br>• New evaluators and teachers participate in introductory training. (1, 3, 4)<br>• Returning evaluators and teachers participate in annual refresher training. (1, 3, 4)<br>• All evaluators participate in at least two co-observations. (1, 3, 4)<br>• Teachers develop SGOs in consultation with their supervisors. (1, 2, 3)<br><br>**Recommended**<br>• District leadership, DEAC and ScIP make collaborative local decisions including establishing observation schedules and protocols for each component. (5, 6, 7)<br>• Leadership team regularly conducts accuracy and reliability activities throughout the year. (5, 9)<br>• Teams of administrators and teachers develop consistent and rigorous scoring protocols for SGOs that are aligned to existing or newly improved-aligned assessments. (2, 10, 11) | **Regulations**<br>1. Teacher Practice Overview<br>2. SGO Overview<br>3. Requirements and Resources for Teacher Evaluation<br><br>**DOE Guidance/Support**<br>4. Sample Teacher Evaluation Implementation Schedule<br>5. Leadership for Evaluation: A Syllabus for Success<br>6. Recommendations for the DEAC<br>7. ScIP Guidance 1.0<br><br>**Tools/Exemplars**<br>8. Inter-Rater Agreement or Reliability<br>9. SGO Quality Rating Rubric<br>10. Assessment Design Toolkit |

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| ADD VALUE | All evaluators consistently provide evidence-based observation reports, related feedback and actionable next steps to all teachers, regardless of grade level or subject matter. | 1. **Before Observation**<br><br>Evaluators **plan for observations** by reviewing relevant items, including but not limited to: lesson plans, associated standards and assessments and conducting a pre-conference when appropriate.<br><br>2. **During Observation**<br><br>Evaluators **collect objective evidence** of teacher practice, including evidence of student learning.<br><br>3. **Before Post-conference**<br><br>Evaluators **plan for the post-observation conference** by synthesizing the evidence determining high-quality action steps and planning questions that will lead to a reflective conversation.<br><br>4. **During Post-conference**<br><br>Evaluators facilitate an **evidence-based conversation** that results in clear action steps and a plan for follow up. | **Required**<br>1. Evaluators use a high quality state-approved instrument to objective evidence. (1, 7)<br>2. Teachers and evaluators hold a pre-observation conference prior to each announced observation. (1, 7)<br>3. Teachers and evaluators hold a post-observation conference following each observation. (1, 2)<br><br>**Recommended**<br>1. Evaluators deepen their knowledge of appropriate teaching strategies and associated professional development for the grade levels and subjects they supervise, to improve the value of their feedback. (2, 3, 4, 5, 6, 7, 8)<br>2. Evaluators analyze and discuss redacted observations to evaluate the quality of evidence and the value of associated feedback and action steps. (6, 7, 8)<br>3. Evaluators role play effective feedback strategies. (7, 8)<br>4. ScIPs survey teachers on the quality and value of observation feedback. | **Regulations**<br>1. 6A:10-4.4 Teacher Observation<br>2. Individual PD Planning and Implementation<br><br>**DOE Guidance/Support**<br>3. Evaluation of Special Education Teachers<br>4. Teacher Evaluation Support Document: Pr-K & K<br>5. Evaluating Teachers of English Language Learners<br><br>**Tools/Exemplars**<br>6. Learning the strategies that matter: Teach Like a Champion 2.0<br>7. A Path to More Effective Feedback<br>8. Probing to Identify the Problem |