



Grieving the Evaluation System – Paterson Education Association

January 2022

EVALUATIONS – WHO IS AFFECTED?

- ⚠️ TEACHNJ – certificated teaching staff only
- ⚠️ Board Policy 3222 – other certificated staff
- ⚠️ Board Policy 4222 – support staff



WHAT DO GRIEVANCES HAVE DO WITH MY EVALUATION?

- ⚠️ Management prerogative to evaluate employees
- ⚠️ Determination of “good” vs. “bad” evaluation cannot be challenged.
- ⚠️ Evaluations can be challenged on procedural grounds and mistakes of fact.
- ⚠️ Bad evaluation → increment withholding → tenure charges



KEEP ACCURATE RECORDS

- ⚠️ Maintain copies of your grades and attendance
- ⚠️ Keep a daily log – Did anything notable happen that day?
- ⚠️ Important communications should be made through email. Save paper copies and/or forward to your personal email.



BE YOUR OWN ADVOCATE

- ⚠ Use a self-observation form immediately following an observation/walkthrough
- ⚠ To the extent allowable by law and contract, treat every observation/walkthrough/"pop in" as an official observation
- ⚠ Ensure that the administration adheres to the contract and evaluation regulations for every step of the process.
- ⚠ If there is a violation, file a grievance and/or rebuttal.
- ⚠ In all cases you should put your administrator on notice of any irregularities



WHY DO I HAVE TO COLLECT ALL THIS DATA?

- ⚠ Pursuant to TEACHNJ, an arbitrator can look at procedural errors in the evaluation process or a mistake of fact as a defense against a charge of inefficiency.
- ⚠ The Union can challenge an increment withholding
- ⚠ Take proactive steps to ensure that the Board is adhering to all regulations and contractual provisions regarding evaluation procedures. Well documented examples of any violations will be your best defense.



EVALUATION CONTRACT LANGUAGE

14:2-5 Compliance with Statute and Regulations

All evaluations, observations, observation conferences, corrective action plans, etc., shall be conducted in accordance with N.J.A.C. 6A:10, and as may be amended.



GENERAL REQUIREMENTS

- ⚠ All teachers must be trained on new evaluation procedures, including observation instruments.
- ⚠ All observers must be thoroughly trained on the instrument.
- ⚠ Observations may only be conducted by an appropriately certificated staff member employed in a supervisory role and capacity.
- ⚠ All observers must participate in yearly refresher training.
- ⚠ Once the school year has started all observers must participate in at least two co-observations.



OBSERVATIONS

Teacher Status	Minimum Observations (at least 20 minutes)	Multiple Observers Required?
Non-tenured	3	Yes
Tenured	2	No
Corrective Action Plan	Plus One	Yes



OBSERVATIONS (CONTINUED)

- ⚠ 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 two observations are required.
- ⚠ 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 (CONTINUED)

- ⚠ Announced observations must occur with seven days of the pre-conference
- ⚠ Pre-conference and observation cannot be held on the same day
- ⚠ The same administrator must be present for the observation and the post-conference
- ⚠ Post-conference must occur within five working days of the observation
- ⚠ Post-observation conference must be in person (unless the teacher requests otherwise)



POST-OBSERVATION CONFERENCE

The following topics must be covered at the post-observation conference:

- 🏠 Review the data collected at the observation
- 🏠 Connecting the data to the teacher practice instrument and the teacher's individual professional development plan
- 🏠 Collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness



STUDENT GROWTH OBJECTIVES

- ▲ Specific and measurable academic goals that are aligned to state academic standards;
- ▲ Based on student growth and/or achievement using available student learning data;
- ▲ Developed by a teacher in consultation with his or her supervisor; and
- ▲ Approved by a teacher's supervisor.



STUDENT GROWTH OBJECTIVES (CONTINUED)

- ⚠ Student Growth Percentile (mSGP) score → must create one or two SGOs, as determined by the district superintendent.
- ⚠ DOE recommends that all teachers set 2 SGOs.
- ⚠ No mSGP score → must create two SGOs.



STUDENT GROWTH OBJECTIVES - TIMELINES

- 🏆 October 31 – Set SGO *with* supervisor input and approval.
- 🏆 By February 15 - Make adjustments to SGOs *with* administrator's approval.



CORRECTION ACTION PLAN (CAP)

- ⚠ Required if employee is rated Partially Effective or Ineffective
- ⚠ Must have a conference to develop a CAP
- ⚠ Conference must occur before October 1
- ⚠ Conference must occur with 15 working days following summative evaluation



CORRECTIVE ACTION PLAN (CONTINUED)

Contents of CAP must include the following:

- a. Address areas in need of improvement identified in the teacher evaluation rubric;
- b. Specific, demonstrable goals for improvement;
- c. Responsibilities of the evaluated employee and the school district for the plan's implementation; and
- d. Timelines for meeting the goal(s).



CORRECTIVE ACTION PLAN (CONTINUED)

- ⚠️ CAP progress must be reviewed during the post-observation conference.
- ⚠️ Administrator must conduct mid-year evaluation.
- ⚠️ Mid-year evaluations
 - CAP created on or before October 31 → Must occur prior to February 15.
 - CAP created after October 31 → Must occur midway between development of the CAP and the next annual summative conference.
- ⚠️ CAP progress must be reviewed either during mid-year evaluation or annual summative evaluation.



CORRECTIVE ACTION PLAN (CONTINUED)

- ▲ CAP may require a teacher to perform any number of tasks with the goal of improving performance such as:
 - Read books, articles, webpages, webinars, etc.
 - Pursue training opportunities
 - Meet with an administrator on a regular basis
 - Meet and/or observe a colleague teach.
- ▲ Follow-up and document with your administrator whether these requirements are being met



ANNUAL SUMMATIVE CONFERENCE

- ⚡ Conference contemporaneously with summative evaluation
- ⚡ Subjects to be discussed during the conference:
 - a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including the teacher practice instrument;
 - b. The progress of the teacher toward meeting the objectives of the individual professional development plan or, whenever applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and
 - d. The preliminary annual written performance report.



ANNUAL WRITTEN PERFORMANCE REPORT

▲ Must include *all* of the following:

- a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-4;
- b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the teacher practice instrument;
- c. An individual professional development plan developed by the supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and
- d. A summary of student achievement scores or growth indicators.



EVALUATION RUBRICS

- ⚡ For 2021-22 *only*, All teacher scores will be weighted at 85% teacher practice (classroom observations) and 15% student growth objectives (SGOs).
- ⚡ There will be no median student growth percentile (mSGP) component for educators' scores this year because of the cancellation of last year's NJSLA.

