Stronge
Teacher Effectiveness Performance Evaluation System

Data Sources

Teacher Effectiveness

Student Achievement

Stronge & Associates
Educational Consulting, LLC
Teacher Responsibilities

- Having knowledge of the content, students, and curriculum
- Planning instruction that meets student needs and curricular requirements
- Offering appropriate and engaging instruction
- Assessing student work
- Providing a safe and secure learning environment
- Demonstrating professionalism and communicating effectively
- Increasing student achievement
## Limitations of Observation

- Observe 3 to 4 classes per year (.4% of performance)
- Classroom responsibilities only
- Subject to evaluator bias
- Focus on process of teaching versus outcomes
- Inspector model of evaluation
Multiple Data Sources for Teachers

- Observations
- Documentation Log
- Student Learning Objectives
- Surveys

Teacher Evaluation
Observation

Intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole.

**May take a variety of forms**
- Formal observation
- Informal observation
- Walk-through observation

**May occur in a variety of settings**
- Classroom environment
- Non-classroom environment
Formal Observations

• Directly focused on teacher performance standards
  ◦ May not see all standards in one observation
  ◦ May include review of teacher artifacts or student data
• Announced or unannounced
• Should be at least 20 minutes in duration
• Non-tenured teachers observed at least three times per year
• Tenured teachers observed at least once per year
• Additional observations at building administrator’s discretion
• Pre-observation conference at request of teacher or administrator
• Evaluator provides feedback during post-observation conference

Participants in EE4NJ Cohort 2 have specific observation requirements
Directions: This form is to be used for both tenured and non-tenured teachers. Observers should use the form to provide feedback to teachers about the observation.

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Date Observed</th>
<th>Time</th>
</tr>
</thead>
</table>

### 1. Professional Knowledge

*The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students’ use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.

**Evidence:**

- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

### 2. Instructional Planning

*The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.*

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.

**Evidence:**

- Aligns lesson objectives to the school’s curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Abbreviated for training purposes
Informal Observations

- Provide more frequent information on wide variety of teacher contributions
- Classroom and non-classroom settings
- Less structured than formal observations
- No specified duration
- Occur throughout the year
- Evaluator completes observation form; provides copy to teacher
### 1. Professional Knowledge

- Addresses appropriate curriculum standards
- Integrates key content elements and facilitates students’ use of higher level thinking skills
- Demonstrates ability to link present content with past and future learning
- Demonstrates an accurate knowledge of the subject matter
- Demonstrates skills relevant to the subject area(s) taught
- Bases instruction on goals that reflect high expectations
- Demonstrates an understanding of the knowledge of development
- Communicates clearly

#### Specific Examples

<table>
<thead>
<tr>
<th>2. Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses student learning data to guide planning</td>
</tr>
<tr>
<td>Plans time for realistic pacing</td>
</tr>
<tr>
<td>Plans for differentiated instruction</td>
</tr>
<tr>
<td>Aligns lesson objectives to curriculum and student needs</td>
</tr>
<tr>
<td>Develops appropriate long- and short-range plans and adapts plans</td>
</tr>
</tbody>
</table>

#### Specific Examples:

<table>
<thead>
<tr>
<th>3. Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages students</td>
</tr>
<tr>
<td>Builds on prior knowledge</td>
</tr>
<tr>
<td>Differentiates instruction</td>
</tr>
<tr>
<td>Reinforces learning goals</td>
</tr>
<tr>
<td>Uses a variety of strategies/resources</td>
</tr>
<tr>
<td>Uses instructional technology</td>
</tr>
<tr>
<td>Communicates clearly</td>
</tr>
</tbody>
</table>

#### Specific Examples:
• Demonstrates teacher’s professional competence in regard to meeting performance standards – teacher’s voice in evaluation

• Complements classroom observation

• Includes both specific required artifacts and teacher-selected artifacts

• Helps to clarify instructional relationship between lesson plans, student work, and assessments; should include analysis and reflection

• More concise than portfolios; district needs to relay expectations

• Property of teacher; reviewed by evaluator at least annually
### Standards Required Item Examples of Evidence Evidence Included

<table>
<thead>
<tr>
<th>Standards</th>
<th>Required Item</th>
<th>Examples of Evidence</th>
<th>Evidence Included</th>
</tr>
</thead>
</table>
| 1. Professional Knowledge     |                                                                                     | • Transcripts of coursework  
• Professional Development certificates  
• Annotated list of instructional activities  
• Lesson/intervention plan  
• Journals/notes that represent reflective thinking and professional growth  
• Samples of innovative approaches developed by teacher                                                                 |                   |
| 2. Instructional Planning     | Evidence of using data about student learning to guide planning and instruction | • Differentiation in lesson planning and practice  
• Analysis of classroom assessment  
• Data driven curriculum revision work  
Examples:  
  - Sample lesson or unit plan  
  - Course syllabus  
  - Intervention plan  
  - Substitute lesson plan  
  - Annotated learning objectives                                                                 |                   |
| 3. Instructional Delivery     |                                                                                     | • Annotated photographs of class activities  
• Handouts or sample work  
• Video/audio samples of instructional units                                                                 |                   |

Abbreviated for training purposes
Student Surveys

- Provide students’ perceptions of how teacher is performing -- direct knowledge of classroom practices
- Assist teacher in setting goals for continuous improvement (formative evaluation)
- Age considerations for survey
- Surveys are anonymous
- Actual responses seen only by individual teacher
- Survey summary form included in documentation log
### Sample Grades K-2 Survey

<table>
<thead>
<tr>
<th></th>
<th>☺</th>
<th>☹</th>
<th>☻</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> <em>I like to eat pizza.</em></td>
<td>☺</td>
<td>☹</td>
<td>☻</td>
</tr>
<tr>
<td><strong>1. My teacher listens to me.</strong></td>
<td>☺</td>
<td>☹</td>
<td>☻</td>
</tr>
<tr>
<td><strong>2. My teacher gives me help when I need it.</strong></td>
<td>☺</td>
<td>☹</td>
<td>☻</td>
</tr>
</tbody>
</table>

*Abbreviated for training purposes*
# Sample Grades 6-8 Survey

<table>
<thead>
<tr>
<th>Example: I like listening to music.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher gives clear instructions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. My teacher shows respect to all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. My teacher handles classroom disruptions well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. My teacher helps me to be organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Abbreviated for training purposes*
What are some of the possibilities and pitfalls of using student surveys?

<table>
<thead>
<tr>
<th>Possibilities</th>
<th>Pitfalls</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers receive feedback from the receivers of their services</td>
<td>• Concern that results are based on popularity</td>
</tr>
<tr>
<td>• Teachers can use as a formative evaluation to improve practice</td>
<td>• Surveys might not ask the right questions</td>
</tr>
<tr>
<td></td>
<td>• Surveys might not ask the right students.</td>
</tr>
</tbody>
</table>
What does research say about usability and reliability of survey data?

- Secondary students reliably rate teachers
- Elementary students demonstrate adequate reliability for rating teachers
- Student ratings of teachers are a significant predictor of student achievement—better than parent or administrator ratings

Faucette, Ball, & Ostrander, 1995; Stronge & Ostrander, 2006; Wilkerson, Mannatt, Rogers, & Maughan, 2000
Recommendations for Interpreting Survey Results

Review results and ask yourself the following questions:

• Is the information your students provided about you accurate?

• If you agree that the information is accurate, are you satisfied with the students’ perceptions about you?

• If you believe the information is inaccurate, do you know why your students have these perceptions?

• Do you need to make changes to improve your students’ perceptions?

• If you think changes are justified, consider using the student data to set a personal or instructional goal for improvement.
Sample Student Survey Summary Form

Survey Version Given: □ Grades K-2 □ Grades 3-5 □ Grades 6-8 □ Grades 9-12

<table>
<thead>
<tr>
<th>Number of Surveys Distributed</th>
<th>Number of Completed Surveys Returned</th>
<th>Percentage of Completed Surveys Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Satisfaction Analysis**

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

B) What did students perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

Abbreviated for training purposes
Student Learning Objectives

- Student Learning Objectives used for both teachers of tested and non-tested grades and subjects
- Percentage of Standard 7 weight determined by state
- Appropriate measures of academic progress are determined
- Teachers set objectives for improving student progress based on the results of performance measures
- Quality of the objectives and their attainment provide an important data source for evaluation
# Sample Student Learning Objectives Progress Form

<table>
<thead>
<tr>
<th><strong>I. Setting</strong> (Describe the population and special learning circumstances)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. Content/Subject/Field Area</strong> (The area/topic addressed based on learner achievement, data analysis, or observational data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>III. Baseline Data</strong> (What is shown by the current data?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Data attached</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IV. Objective Statement</strong> (Describe what you want learners/program to accomplish)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>V. Means for Attaining Objective</strong> (Strategies used to accomplish the objective)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy</strong></td>
</tr>
<tr>
<td>--------------</td>
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<td></td>
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</tbody>
</table>

*Abbreviated for training purposes*
## Data Collection Responsibility

<table>
<thead>
<tr>
<th>Data Collection Procedure</th>
<th>Form(s)</th>
<th>Evaluator</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Academic Progress</td>
<td>Student Learning Objectives Form</td>
<td>Reviews/approves</td>
<td>Selects/develops</td>
</tr>
<tr>
<td>Informal Observations</td>
<td>Informal Classroom Observation Form</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Formal Observations</td>
<td>Formal Classroom Observation Form</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Student Surveys</td>
<td>Student Survey Forms (K-2, 3-5, 6-8, 9-12) Student Survey Summary</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Documentation Logs</td>
<td>Documentation Log Cover Sheet</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Optional Teacher Self-Assessment Form</td>
<td>✅</td>
<td></td>
</tr>
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</table>
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Strengths:

Areas for Growth:

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- Develops appropriate long- and short-range plans and adapts plans when needed.

Strengths:

Areas for Growth:
Multiple Data Sources

Observations
Documentation
Log
Surveys
Student Learning Objectives

Performance Portrait