



Building Partnerships for Tomorrow

Union County Educational Services Commission  
Westfield, New Jersey

# **Staff Evaluation Manual 2022 - 2023**

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Superintendent

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**UNION COUNTY EDUCATIONAL SERVICES COMMISSION  
STAFF EVALUATION MANUAL  
2022 – 2023 SCHOOL YEAR**

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**\*\* The Manual, Forms and Appendices are available for download at  
[https://ucesc.org/for\\_staff/StaffEvaluation](https://ucesc.org/for_staff/StaffEvaluation)**

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<b>VISION AND GOALS</b>
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**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 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 teaching staff 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 teaching staff and administrator performance and effectiveness.
4. Align and leverage the required evaluation and professional development processes to encourage growth in school and district leaders.
5. Support the continuous growth and development of staff members through a variety of opportunities including goal-setting, reflection, professional development and through ongoing and sustained dialogue between staff and administration.

**Alignment:**

The Union County Educational Services Commission 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”
  - 3224 – “Evaluation of Principals, Vice Principals, and Assistant Principals”
  - 4220 – “Evaluation of Support Staff”

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**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 Advisory Committee (DEAC).

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**EVALUATION FRAMEWORK – TEACHING STAFF**

*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.

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

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**2022-23 EVALUATION SCHEDULE  
TEACHING STAFF**

Component	Tenure Status	Completion** Date	Submission Date (HR Office)
Student Growth Objectives			
SGO Conferences	T & NT	Week of October 21	
Approval by Principal	T & NT	October 28	
SGO Implementation	T & NT	October 31 – March 17	
Mid-Point Review	T & NT	Week of January 2	
Evaluation & Scoring	T & NT	Week of March 20	
Professional Development & Corrective Action Plans – 2022 – 2023			
PDP	T & NT	October 28	N/A
Observations			
First Observation	T & NT	November 23	November 30
Second Observation	T & NT	January 13	January 20
Third Observation	T, NT & CAP	April 6	April 18
Fourth Observation	CAP (NT)	April 6	April 18
Annual Summative Evaluations			
Attendance Cutoff	T & NT	April 1	
Self-Reflection Forms	T & NT	April 6	
PD Logs & Artifacts	T & NT	April 6	
Summative Evaluation	Non-Tenured	April 21	April 28
	Paraprofessionals	April 21	April 28
	Tenured	May 19	May 26
	Custodians & Secretaries	June 9	June 16
Professional Development & Corrective Action Plans – 2023 - 2024			
PDP	T & NT	September 29, 2023	
CAP	T & NT	May 26	June 2

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

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<b>2022-23 OBSERVATION WORKFLOW – TEACHING STAFF</b>
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In order to ensure consistency throughout the Commission, all teacher observations conducted during the 2022-2023 school year will adhere to the following procedures:

**Observation # 1 – Tenured & Non-Tenured Staff** (Due by November 23, 2022)

- 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 January 13, 2023)

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

**Observation # 3 –** (Due by April 6, 2023)

**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 April 6, 2023)

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



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**EVALUATION PROCEDURES – TEACHING STAFF**

**Requirements Certified Staff:**

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:

<b>Teacher Status</b>	<b>Minimum Observations</b>	<b>Observation Format</b>	<b>Pre-Observation Conference</b>	<b>Post-Observation Conference</b>
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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<b>STUDENT GROWTH OBJECTIVES</b>
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### **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 2022-2023 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 2022-2023.

### **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 2022-23 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 28, 2022.

- The New Jersey Department of Education recommends, but does not require teachers to have at least 9-weeks of continuous instruction to implement 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 the week of January 2, 2023, 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 the week of January 2, 2023, 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 staff by March 20, 2023. 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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<b>ANNUAL SUMMARY EVALUATIONS – TEACHING STAFF</b>
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**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 OASYS and upload all supporting artifacts, including the Professional Development Log, by April 6, 2023.

Administrators are responsible for scoring Domain 4: Professional Responsibilities, writing a narrative summary of achievements and recommendations for improvement, approving the Professional Development Hour Log for 2022-2023 and documenting progress toward meetings goals of the 2022-2023 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 2022-2023 school year based upon cutoffs and guidelines established by the NJ Department of Education.
- A Domain 4 (Professional Responsibilities) score report.
- A summary of Student Growth Objective scores.
- 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 statement regarding annual attendance as of April 1, 2023.
- A statement of progress towards meeting goals of the individual PDP or CAP approved for the 2022-2023 school year.

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 28 (Non-Tenured Staff) and May 26 (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 2022-2023
5. Professional Development Plan for 2022-2023

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<b>PROFESSIONAL DEVELOPMENT PLANS – TEACHING STAFF</b>
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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 October 28 of the following school year.

If a teaching staff member is hired after November 1, the PDP shall be developed within (30) thirty working days of his or her date of employment.

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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<b>CORRECTIVE ACTION PLANS – TEACHING STAFF</b>
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**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 May 26, 2023, with revisions made as needed in September 2023.

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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**EVALUATION FRAMEWORK -ADMINISTRATORS**

Principal quality is second only to teacher quality among school-related factors that drive student achievement. Per AchieveNJ, administrators are evaluated on multiple measures. The New Jersey Principal Evaluation for Professional Learning Process was developed and adopted by UCESC in the 2018-19 school year in order to evaluate Principal Practice. NJPEPL was created to integrate existing evaluation and professional development requirements, establish a calendar for regular collaborative conversations, and transform observations and goal-setting into processes that are more accurate and have more value for principal growth (NJDOE New Jersey Principal Evaluation for Professional Learning Process). While not required by AchieveNJ, UCESC will follow these evaluation procedures for directors and supervisors.

Administrator Evaluation component weights for the 2022-23 school year are:

- Administrative Practice – 80%
- Administrator Goals – 10%
- Teacher SGO Average – 10%

Administrative Practice is measured using the NJPEPL observation instrument. Student Achievement is measured with Administrative Goals and Teacher SGO Average. Principals/Directors are responsible for completing all evaluation components and entering scores/feedback into Frontline Professional Growth for assigned Supervisors of Instruction.

A copy of the New Jersey Principal Evaluation for Professional Learning Process Instrument 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.

<b>Domain 1. Mission, Vision and Core Values</b> Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.	<b>Domain 2. Curriculum, Instruction, and Assessment</b> Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to support each student’s academic success and well-being.
<b>Domain 3. Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.	<b>Domain 4. Equity and Cultural Responsiveness</b> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
<b>Domain 5. Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.	<b>Domain 6. Meaningful Engagement of Families and Community</b> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

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**2022-23 EVALUATION SCHEDULE  
ADMINISTRATORS**

Component	Tenure Status	Completion** Date	Submission Date (HR Office)
Administrator Goals			
Approval Conferences	T & NT	September, 2022	
Admin Goal Implementation	NT	October 3 – April 1	
Evaluation & Scoring	NT	April 17 – 23	
Admin Goal Implementation	T	October 3 – May 12	
Evaluation & Scoring	T	May 12 – 26	
Professional Development & Corrective Action Plans – 2022 – 2023			
PDP	T & NT	September 30	N/A
Observations			
First Observation	T & NT	December 2	December 9
Second Observation	NT	February 3	February 10
Second Observation	T	May 26	June 2
Third Observation	NT	April 21	April 28
Annual Summative Evaluations			
Self-Reflection Forms	NT	April 1	
Summative Evaluation	NT	April 21	April 28
Self-Reflection Forms	T & NT	May 6	
Summative Evaluation	T & NT	May 26	June 2
Professional Development & Corrective Action Plans – 2023 - 2024			
PDP	T & NT	September 30, 2023	
CAP	T & NT	May 26	June 2

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

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<b>2022-23 OBSERVATION WORKFLOW – ADMINISTRATORS</b>
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In order to ensure consistency throughout the Commission, all administrator observations conducted during the 2022-2023 school year will adhere to the following procedures:

**Annual Planning Conference (Tenured/Non-Tenured Administrators)**

Professional Development Plan –	Draft Prepared for Conference
Administrator Goals 1 & 2 –	Draft Prepared for Conference

**Observation Window # 1 (Tenured/Non-Tenured Administrators)**

Evidence Window –	September 1 – November 18, 2022
Evidence Portfolio –	Responses Submitted by November 18
Post-Conferences -	November 21 – December 2, 2022
Evaluation Reports –	Signed report to Personnel Office by December 9, 2022

**Observation Window # 2 (Non-Tenured Administrators)**

Evidence Window –	December 5, 2022 – February 3, 2023
Evidence Portfolio –	Submitted by January 27, 2023
Post-Conferences -	January 30 – February 3, 2023
Evaluation Reports –	Signed report to Personnel Office by February 10, 2023

**Observation Window # 3 /Summative Evaluation (Non-Tenured Administrators)**

Evidence Window –	February 6 – April 14, 2023
Reflection Form/Portfolio	Submitted by April 14, 2023
Professional Development Plan –	Evidence Submitted at Summative Conference
Administrator Goals 1 & 2 –	Evidence Submitted at Summative Conference
Teacher SGO Average -	Form Submitted at Summative Conference
Summative Conferences -	April 17-21, 2023
Summative Reports -	Signed report to Personnel Office by April 28, 2023

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**Observation Window # 3 /Summative Evaluation (Tenured Administrators)**

Evidence Window –	February 27 – May 12, 2023
Reflection Form/Portfolio	Submitted by May 12, 2023
Professional Development Plan –	Evidence Submitted at Summative Conference
Administrator Goals 1 & 2 –	Evidence Submitted at Summative Conference
Teacher SGO Average -	Form Submitted at Summative Conference
Summative Conferences -	May 15 – May 26, 2023
Summative Reports -	Signed report to Personnel Office by June 2, 2023

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**EVALUATION PROCESS – ADMINISTRATORS**

The New Jersey Principal Evaluation for Professional Learning Process seeks to integrate existing evaluation and professional development requirements, establish a calendar for regular collaborative conversations, and transform observations and goal-setting into processes that are more accurate and have more value for principal growth.

**Annual Planning/Goal-setting Conference**

Component	Benefits
Plan - Hold an annual evaluation and development planning conference at the beginning of the evaluation cycle.	Provides a foundation for success and growth for the principal, clarifying timelines, evaluation expectations, and evidence collection processes for observations. Opportunity to collaboratively set administrator goals and determine PD needs.
Prioritize – For observations, collect evidence for all domains prioritizing those that are closely connected to administrator goals.	Streamlines evaluation process by unifying observations and administrator goals. Creates targeted opportunity for principal growth and success in school improvement areas.
PDP - Align principal PD plan with Administrator Goals and prioritized practice standards.	Provides aligned focus point for personal professional development and helps principal attain goals and highest levels of effectiveness.

**Observations/Post-observation Conference**

Component	Benefits
Portfolio - Base observations on a portfolio of evidence collected over 2-3 months by practitioner and supervisor.	Evidence collected from a variety of sources over an extended period of time more accurately and fairly reflects the complexity of the principal's work.
Process- Discuss observation portfolios, and progress on Administrator Goals and PDP goals during in-person, post-observation conferences.	Dedicated coaching time to provide feedback and discuss progress maximizes principal growth and development. Discussion allows for course corrections and adjustments in the focus of the evaluation process as needed

**Annual Summary Conference**

Component	Benefits
Plan - Use the annual summary conference to discuss performance, determine scores and begin planning for the next cycle.	Formal review of successes and areas of growth establishes foundation for next evaluation cycle and steps for principal growth.

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

- Tenured Administrators require 2 observations.
- Nontenured Administrators require 3 observations.
- All seven domains of the rubric will be rated for each observation.
- Evidence is gathered during a 2-3 month observation window, aligned to appropriate domain(s), and rated on the scale of 1-4 (.5 increments).
- Administrators will prepare a portfolio of work samples that serve as evidence for each domain in the NJPEPL Instrument. Examples of types of evidence include:
  - Meeting Agendas
  - Parent/Staff Letters and Memos
  - Survey Results
  - Assessment Data
  - Observation Reports
- Domains and Evidence for each observation should be prioritized at the pre or post-conference.
- Observation # 3 will also serve as the Annual Summary Evaluation for tenured and non-tenured administrators.

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<b>ADMINISTRATOR GOALS</b>
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Administrator Goals are long-term measures of programmatic goals included in the evaluation of all building and district administrators. Administrator Goals provide a method by which educational leaders can improve their practice while clearly demonstrating their effectiveness through programmatic initiatives.

**Administrator Goals must be:**

- Specific and Measurable
- Based on a specific building or district initiative
- Driven by high expectations for students
- Set using available data
- Developed in consultation with supervisors
- Approved and scored by the superintendent, principal or director.

**General Requirements:**

- Two Administrator Goals are required for all positions. Goals must be developed by October 3, 2022.
- Administrator Goals will be mutually agreed upon by the Administrator and Evaluator at the Observation # 1 post-conference.
- Evidence windows for Administrator Goals is October 3, 2022 – May 12, 2023, for tenured administrators and October 3, 2022 – April 1, 2023, for non-tenured administrators.
- Administrators should bring draft Goals to the Annual Planning Conference for review and approval.

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<b>ANNUAL SUMMARY EVALUATIONS – ADMINISTRATORS</b>
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**Requirements:**

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

The annual summative evaluations of administrators are based primarily upon, but not limited to, the following sources of performance data.

- Evidence gathered during observations.
- Assessment of student achievement as measured by Student Growth Objectives and Administrator Goals.
- Annual Summative Evaluation Self-Reflection Form.

Administrators are responsible for tracking teacher progress towards meeting SGO goals and should bring a completed Teacher SGO Summary to the Summative Conference for review and approval using the attached district form.

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 28 (Non-Tenured Staff) and June 2 (Tenured Staff) by the assigned administrator along with original copies of the following supporting documentation:

1. Administrator Composite Report
2. Administrator Goals 1 & 2
3. Student Growth Objectives Summary Form
4. Professional Development Plan for 2022-2023



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<b>PROFESSIONAL DEVELOPMENT PLANS – ADMINISTRATORS</b>
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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.

**Procedures:**

Administrators are required to develop an individual professional development plan (PDP) prior to September 30, 2022.

If an administrator is hired after October 1, the PDP shall be developed within (30) thirty working days of his or her date of employment.

The content of each individual PDP shall be developed by each administrator’s supervisor in consultation with the administrator. Annual goals should be aligned to building and district goals and individual administrator’s previous evaluations.

Administrators are responsible for identifying professional learning activities to support each PDP goal and documenting on Section 2 of the PDP form. Administrators should bring typed PDP forms to the Annual Planning Conference for review and approval.

**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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<b>PARAPROFESSIONAL, CUSTODIAL AND OFFICE STAFF EVALUATION</b>
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**Paraprofessionals:**

The UCESC Paraprofessional Annual Evaluation was designed to provide a fair and equitable way to assess the performance of paraprofessionals based specifically on their job responsibilities. Developed in alignment with the Charlotte Danielson Framework for Teaching, it provides an opportunity for the paraprofessional and administrator to have conversations regarding professional practice and growth based on evidence collected throughout the school year.

**General Guidelines:**

- Paraprofessionals will complete a self-evaluation based on the evaluation rubric by March 31, 2023.
- Supervisors complete the rubric using multiple pieces of evidence to document areas of strength and areas for growth by April 17, 2023.
- Paraprofessionals receive a draft form of the evaluation no later than 24 hours prior to their Evaluation Conference.
- Supervisor and Paraprofessional meet to communicate feedback by April 21, 2023.

**Custodians and Office Staff:**

- Supervisors will complete the summative evaluation by June 2, 2023, using the attached district form.
- Custodians and Office Staff will receive a draft form of the evaluation no later than 24 hours prior to their Evaluation Conference.
- Supervisor and Paraprofessional meet to communicate feedback by June 9, 2023.

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<b>2022-23 EVALUATION SCHEDULE SUPPORT STAFF</b>
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Component	Completion** Date	Submission Date (HR Office)
<b>Annual Summative Evaluations</b>		
Attendance Cutoff	April 1	
Self-Reflection Forms – Paraprofessionals	March 31	
Summative Evaluation – Paraprofessionals	April 21	April 28
Summative Evaluation – Custodians and Secretaries	June 9	June 16

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

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<b>FORMS AND APPENDICES</b>
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The following forms and resources can be accessed in the “Staff Only” section of the UCESC website:

## **FORMS**

### **CERTIFIED STAFF**

- I. PRE-OBSERVATION PLANNING FORM
- II. POST-OBSERVATION REFLECTION FORM
- III. OBSERVATION COVER PAGE
- IV. ADMINISTRATOR CO-OBSERVATION FORM
- V. STUDENT GROWTH OBJECTIVE - NJDOE FORM
- VI. STUDENT GROWTH OBJECTIVE - TARGET DATA FORM
- VII. STUDENT GROWTH OBJECTIVE – STUDENT ASSESSMENT RUBRIC
- VIII. STUDENT GROWTH OBJECTIVE – STUDENT PROGRESS TRACKER
- IX. ANNUAL SUMMARY EVALUATION REFLECTION FORM
- X. ANNUAL SUMMARY EVALUATION COVER PAGE
- XI. PROFESSIONAL DEVELOPMENT HOUR LOG – 2022-2023
- XII. PROFESSIONAL DEVELOPMENT PLAN – 2022-2023
- XIII. CORRECTIVE ACTION PLAN – 2023-2024

### **ADMINISTRATORS**

- XIV. ADMINISTRATOR EVALUATION COVER PAGE
- XV. ADMINISTRATOR GOALS
- XVI. ADMINISTRATOR SGO SUMMARY FORM
- XVII. ANNUAL SUMMATIVE EVALUATION REFLECTION FORM
- XVIII. PROFESSIONAL DEVELOPMENT PLAN – 2022-2023

### **SUPPORT STAFF**

- XIX. CUSTODIAN EVALUATION FORM – 2022-2023
- XX. OFFICE STAFF EVALUATION FORM – 2022-2023
- XXI. PARAPROFESSIONAL EVALUATION FEEDBACK FORM – 2022-2023
- XXII. PARAPROFESSIONAL EVALUATION FORM – 2022-2023

## **APPENDICES**

- A. NJ DEPARTMENT OF EDUCATION - SGO GUIDEBOOK
- B. UCESC – SGO GUIDEBOOK
- C. DANIELSON FRAMEWORK FOR TEACHING EVALUATION TOOL (2013)
- D. DANIELSON FRAMEWORK FOR TEACHING - DOMAINS 1 -3 RUBRICS
- E. NEW JERSEY PRINCIPAL EVALUATION FOR PROFESSIONAL LEARNING OBSERVATION PROCESS
- F. NEW JERSEY PRINCIPAL EVALUATION FOR PROFESSIONAL LEARNING OBSERVATION INSTRUMENT