

Teacher Practice Overview

With AchieveNJ, all teachers are observed by well-trained principals or certified supervisors multiple times every year using a state-approved instrument, and a post-conference between the teacher and observer is required after each observation. Through post-conferences and other sources of feedback on their practice, all teachers can connect professional growth opportunities directly to what’s happening in their classrooms.

How is Teacher Practice Measured?

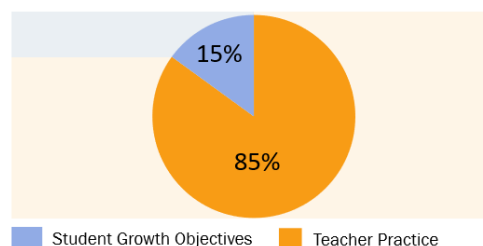
Teacher practice counts for the largest proportion of a teacher’s evaluation as shown in the charts to the right.

For all teachers, trained observers –including principals, supervisors, and other school leaders – monitor classroom practices using a teacher practice instrument (also referred to as an observation framework) such as Charlotte Danielson’s *Framework for Teaching* or *The Marzano Casual Teacher Evaluation Model*. These instruments help guide observers as they identify key components of effective teaching during classroom visits. They also help ensure that a teacher’s practice is evaluated consistently and that teachers are receiving meaningful feedback. This feedback is then used to tailor professional development to a teacher’s individual needs. Through this observation and feedback cycle, districts create a common language of instruction to foster collaboration between staff and enhance professional learning communities.

The state has approved more than two-dozen [teacher practice instruments](#). Districts have been given the flexibility to choose which of these research-based frameworks they want to use, or to create their own instruments and submit them for approval.

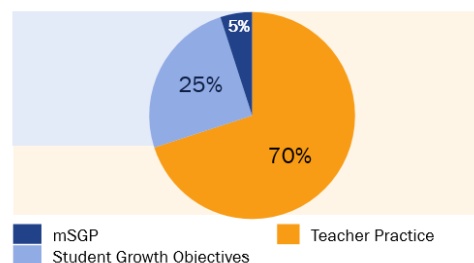
Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and 4-7 Mathematics



Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Grades 4-7 Mathematics



Training and Observation Requirements

- All teachers must be trained on new evaluation procedures, including observation instruments.
- Before observing a teacher’s practice for the purpose of an evaluation, 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, and superintendents or chief school administrators must certify each year that all observers have been trained.
- Once the school year has started all observers must participate in at least two co-observations, which will help ensure that there is consistency in observations and that the instrument is being used as intended.

Observation Requirements Summary

Teacher Status	Minimum Observations (at least 20 minutes each)	Multiple Observers
Non-tenured	3	Required
Tenured	2	Recommended
Corrective Action Plan	Plus One	Required

Additional notes on observations:

- Announced vs. Unannounced:** Within the minimum requirements, 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 2 observations are required.
- Post-conferences: 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.

The Opportunity

Educators from New Jersey evaluation pilot districts have recognized the benefits from new teacher practice procedures; some examples are provided below:

- ➔ “I believe that making teachers aware of the expectations and providing opportunities to communicate with observers regarding the observation allows teachers to benefit and further develop their skills within the classroom.” — *Michelle Mazzella, 8th-grade Social Studies Teacher, Red Bank Middle School*
- ➔ “The professional development associated with the new evaluation tool has encouraged faculty members to have interesting conversations about effective teaching and learning.” — *Rosario Cabanilla, 10-12th-grade U.S. History Lead Teacher, Bergen County Technical High School, Teterboro*
- ➔ “The evaluation system supports the growth of educators through specific feedback on the lesson observed based on the rubrics. Educators know exactly what is needed to advance their practice, which can be accomplished through professional development and other constructive tools to further develop their skills.” — *Franc Lacinski, 8th-grade LAL Teacher, Terence C. Reilly School No. 7, Elizabeth*

To Learn More or Share Feedback

- Contact your School Improvement Panel and District Evaluation Advisory Committee.
- Visit the [AchieveNJ website](#)
- E-mail edueval@doe.nj.gov, or call the AchieveNJ Help Line at 609-376-3974.