



# *Instructionally Speaking...*

## *Evaluation Regulations Continue to Unfold*

Earlier this month, the State Board of Education voted to officially propose the regulations governing teacher evaluation in New Jersey. One change that resulted from that meeting involved reducing the weight of “Student Growth Percentiles” (SGPs) for teachers in tested grades (4<sup>th</sup>-8<sup>th</sup>) from 35% to 30%. As proposed, a teacher’s annual summative rating next year will be based on the following:

### **Tested Areas (4<sup>th</sup>-8<sup>th</sup>)**

1. 55% - Teacher Practice
2. 30% - Student Growth Percentiles (SGPs)
3. 15% - Student Growth Objectives (SGOs)

### **Non-Tested Areas**

1. 85% - Teacher Practice
2. 15% - Student Growth Objectives (SGOs)

In future years the Department of Education will post the weight of each evaluation component by April 15<sup>th</sup> for the following school year.

The Department of Education has also begun to provide clarification and guidelines on the use and development of “Student Growth Objectives” (SGOs). We believe our members will find the following information valuable when developing their SGO’s next fall.

**SGO’s** – An SGO is a long-term academic goal that teachers set for groups of students and must be:

- Specific & Measurable
- Aligned to NJ’s Core Curriculum Standards
- Based on available prior student learning data
- A measure of what a student has learned between two points of time
- Ambitious and achievable

Teachers may set goals for all of their students in a class or for a specific subgroup of students, such as students with disabilities, English language learners, or those performing below proficiency. There are four types of SGO’s that teachers can develop.

1. **General** - Focused on the teacher’s entire student population for a given course. Includes a large proportion of curriculum standards.
2. **General – Tiered** - Same as above, but with student goals tiered by student preparation levels.
3. **Specific – Student Group** - Focused on a subgroup of students that needs specific support.
4. **Specific - Content/Skill** - Focused on specific skills or content that students must master.

Development of SGO’s should be a collaborative effort between the teacher and the building principal. This process will take place in the fall once the teacher has had a chance to develop a baseline from which student growth will be measured. While teachers should not be developing SGO’s until next fall, they should be considering what assessment they will be using to develop a baseline for their students. This can be done collaboratively with grade level and or subject area colleagues. Examples of assessments that could be used for SGO purposes include:

### **Traditional Assessments**

- AP exams, exit exams, final exams, benchmark tests

### **Portfolio Assessments**

- Writing and reflection samples (ELA), Portfolio of student work (art, photography, graphic design, etc.), Laboratory research notebook (sciences), Student project-based assessments (all subjects), Log/comparison of workouts (physical education)

The development of an SGO is an important feature of the new evaluation program that must be completed early in the coming school year. We will continue providing our members with relevant information on this and other evaluation topics.

Keep in mind that over the summer, we are only able to reach our members via email and postings on the WTEA website. Please make sure you are subscribed to our electronic information program! If you have not yet done so, provide your email address to your Association Rep or call the WTEA office.