

22-23 Teacher Observation Elements of Focus

Observation- Long (All) Non-tenured #1 observation and Tenured #1 observation	Observation- Short (Non-tenured) #2 observation	Observation- Short (All) Non-tenured #3 observation and Tenured #2 observation	End of Year (Whoever does last observation does this) March 1- April 21, 2023
<ul style="list-style-type: none"> • Announced • Pre/Post Conference 	<ul style="list-style-type: none"> • Unannounced • Post Conference 	<ul style="list-style-type: none"> • Unannounced • Post Conference 	
Planning Standards-Based Lessons (Non-observable)		Planning Standards-Based Lessons (Non-observable)	
Element 4	Element 4	Element 4	(22) Maintaining Expertise in Content and Pedagogy (Submit to observer prior, observer rates it in observation and discuss at post conference) <p style="text-align: center;">See Rubric Below</p>
*Element 9	*Element 9	*Element 9	
*Element 17	*Element 17	*Element 17	
Choose “1” from 5-20 as applicable	Choose “1” from 5-20 as applicable	Choose “1” from 5-20 as applicable	
Choose “1” from 5-20 as applicable	Choose “1” from 5-20 as applicable	Choose “1” from 5-20 as applicable	
You will update Growth plan “In Progress”	No Growth Plan update		

* PDP- Aligned to District Goals

(Element 22) Maintaining Expertise in Content and Pedagogy

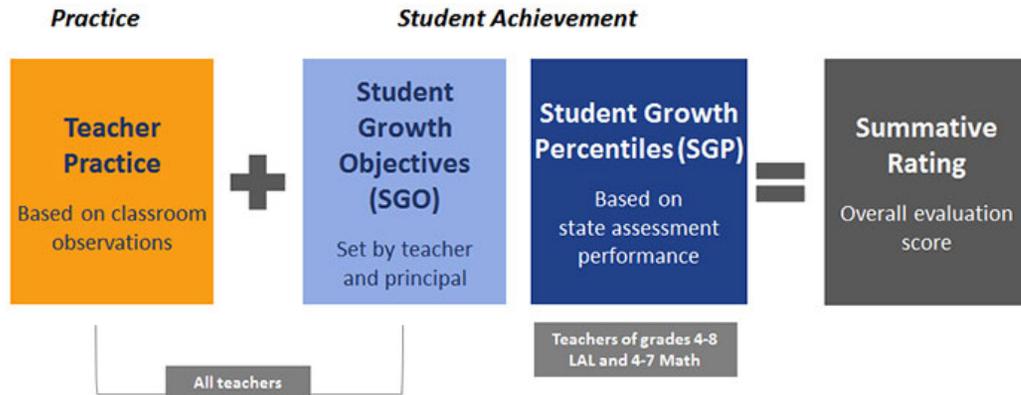
	Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Marzano Scale	Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	Attempts to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies and provides evidence of developing expertise in content area and classroom instructional strategies.	Helps others by sharing evidence of how to develop expertise <u>in content area</u> and <u>classroom instructional strategies.</u>
District additional explanation	Does not attend mandatory professional development.	1. Attends PLC, inservice, department meetings but does not attend any PD outside of mandatory offerings.	1. Attends District * PLC/inservice 2. And at least one of the following: * Lion Hours * Grad class * Outside PD * Department Meetings/Grade level during non contractual time (i.e. Lunch and Before or After contracted hours) * non-required staff development...	1. Attends District * PLC/inservice 2. And at least one of the following: * Lion Hours * Grad class * Outside PD * Department Meetings/Grade level during non contractual time (i.e. Lunch and Before or After contracted hours) * non-required staff development... 3. can summarize to the evaluator (indicated in lesson plans, student artifact) , how it was used in the classroom to interact with students/improve pedagogy.	Everything listed under applying #1, #2, #3 and Presented a professional development session to peers (Lion Hour, PLC, In-service, department or grade level meeting, community presentation...) that relates to content area and classroom instructional strategies meets this requirement. (AVID strategies, Peardeck, IXL, technology devices for instruction...)

Teacher Evaluation

*The District will follow the Teacher Evaluation Requirements as outlined by [AchieveNJ](#) which could change the percentages below. (mSGP scores will be calculated based on NJDOE requirements)

Evaluation Score _____ X 85 % _____
 SGO Score _____ X 15% _____
 Total Score _____
 Summative Rating _____

Summative Rating Scale	
Highly Effective	3.50-4.0
Effective	2.65-3.49
Partially Effective	1.85-2.64
Ineffective	1.00-1.84



Marzano Focused Teacher Evaluation Model

Key ▾



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Standards-Based Planning

1. [Planning Standards-Based Lessons/Units](#)
2. [Aligning Resources to Standard\(s\)](#)
3. [Planning to Close the Achievement Gap Using Data](#)

Standards-Based Instruction

4. [Identifying Critical Content from the Standards](#) *(Required evidence in every lesson)*
5. [Previewing New Content](#)
6. [Helping Students Process New Content](#)
7. [Using Questions to Help Students Elaborate on Content](#)
8. [Reviewing Content](#)
9. [Helping Students Practice Skills, Strategies, and Processes](#)
10. [Helping Students Examine Similarities and Differences](#)
11. [Helping Students Examine Their Reasoning](#)
12. [Helping Students Revise Knowledge](#)
13. [Helping Students Engage in Cognitively Complex Tasks](#)

Conditions for Learning

14. [Using Formative Assessment to Track Progress](#)
15. [Providing Feedback and Celebrating Progress](#)
16. [Organizing Students to Interact with Content](#)
17. [Establishing and Acknowledging Adherence to Rules and Procedures](#)
18. [Using Engagement Strategies](#)
19. [Establishing and Maintaining Effective Relationships in a Student-Centered Classroom](#)
20. [Communicating High Expectations for Each Student to Close the Achievement Gap](#)

Professional Responsibilities

21. [Adhering to School/District Policies and Procedures](#)
22. [Maintaining Expertise in Content and Pedagogy](#)
23. [Promoting Teacher Leadership and Collaboration](#)

22-23 Non-Instructional Elements of Focus

Nurses, Guidance, CST

Observation #1	Observation- Short (Non-tenured)	Observation- Short (All)	End of Year (Whoever does last observation does this) March 1- April 21, 2023
*Element 2 Helping the School/District Achieve Goals	*Element 2 Helping the School/District Achieve Goals	*Element 2 Helping the School/District Achieve Goals	Element 14 Demonstrating Knowledge of Professional Practice (Area of Expertise) Rubric Below
Element 4 Demonstrating Knowledge of Students	Element 4 Demonstrating Knowledge of Students	Element 4 Demonstrating Knowledge of Students	
Element 15 Promoting Positive Interactions with Colleagues and the Community	Element 15 Promoting Positive Interactions with Colleagues and the Community	Element 15 Promoting Positive Interactions with Colleagues and the Community	
*Element 16 Adhering to School and District Policies and Procedures	*Element 16 Adhering to School and District Policies and Procedures	*Element 16 Adhering to School and District Policies and Procedures	
Element 17 Supporting and Participating in School and District Initiatives	Element 17 Supporting and Participating in School and District Initiatives	Element 17 Supporting and Participating in School and District Initiatives	
You will update Growth plan "In Progress"	No Growth Plan update		

Element 14 Demonstrating Knowledge of Professional Practice (Area of Expertise)

	Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Marzano Scale	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Demonstrates knowledge of professional practice related to his/her area of expertise.	Demonstrates knowledge of professional practice related to his/her area of expertise and is recognized by the school/district as an expert in their area of expertise.	Provides evidence of helping others by sharing how they became recognized by the school/district as an expert in their area of expertise.
District additional explanation	District additional explanation	Does not attend mandatory professional development.	1. Attends PLC, inservice, department meetings but does not attend any PD outside of mandatory offerings.	1. Attends District * PLC/inservice 2. And at least one of the following: * Lion Hours * Grad class/Certification Renewal * Outside PD * Department Meetings/Grade level during non contractual time (i.e. Lunch and Before or After contracted hours) * non-required staff development...	Everything listed under applying #1, #2, #3 and Presented a professional development session to peers (Lion Hour, PLC, In-service, department or grade level meeting, county round table, community presentation...) that relates to content area and non-instructional strategies and/or topics meets this requirement. (Mental Health/Wellness, Behavioral Supports, Community Outreach, Modification/Adaptations to support diverse learners...)

Non Instructional Staff

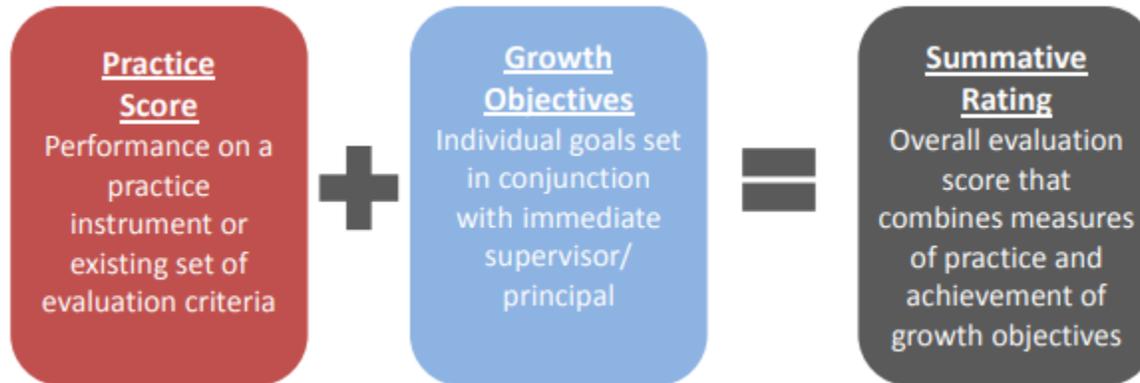
*The District will follow the Non-Instructional Evaluation Requirements as outlined by [AchieveNJ](#) which could change the percentages below.

☒ Evaluation Score _____ X 100 % _____

Total Score _____

Summative Rating _____

Summative Rating Scale	
Highly Effective	3.50-4.0
Effective	2.65-3.49
Partially Effective	1.85-2.64
Ineffective	1.00-1.84



Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model

Key ▾

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Planning and Preparing to Provide Support

1. [Establishing and Communicating Clear Goals for Supporting Services](#)
2. [Helping the School/District Achieve Goals](#) 
3. [Using Available Resources](#)

Supporting Student Achievement

4. [Demonstrating Knowledge of Students](#)
5. [Helping Students Meet Achievement Goals](#)

If Applicable

6. [A. Planning Standards-Based Lessons/Units](#)
7. [B. Identifying Critical Content](#)
8. [C. Using Questioning Strategies](#)
9. [D. Facilitating Groups](#)
10. [E. Managing Student Behavior](#)
11. [F. Using Engagement Strategies](#)

Continuous Improvement of Professional Practice

12. [Reflecting and Evaluating Personal Performance](#)
13. [Using Data and Feedback to Support Changes to Professional Practice](#)

Professional Responsibilities

14. [Demonstrating Knowledge of Professional Practice \(Area of Expertise\)](#)
15. [Promoting Positive Interactions with Colleagues and the Community](#)
16. [Adhering to School and District Policies and Procedures](#) 
17. [Supporting and Participating in School and District Initiatives](#)

Marzano School Leader Evaluation Model

Principals, Assistant Principals, Supervisors

Observation #1	Observation- Short (Non-tenured)	Observation- Short (All)
<p>*Domain 5, Element 2 The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.</p>	<p>*Domain 5, Element 2 The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.</p>	<p>*Domain 5, Element 2 The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.</p>
<p>*Domain 5, Element 3 The school leader ensures that the school is perceived as safe and culturally responsive.</p>	<p>*Domain 5, Element 3 The school leader ensures that the school is perceived as safe and culturally responsive.</p>	<p>*Domain 5, Element 3 The school leader ensures that the school is perceived as safe and culturally responsive.</p>
<p>Domain 5, Element 1 The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.</p>	<p>Domain 3, Element 2 The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.</p>	<p>Domain 5, Element 1 The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.</p>
<p>Domain 3, Element 2 The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data</p>	<p>Admin choice as appropriate</p>	<p>Domain 3, Element 2 The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.</p>
<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>
<p>Admin choice as appropriate</p>		<p>Admin choice as appropriate</p>
<p>You will update Growth plan “In Progress”</p>	<p>No Growth Plan update</p>	<p>You will “FINISH” Growth plan</p>

Domain I: A Data-Driven Focus on School Improvement

I(1): The school leader ensures the appropriate use of data to develop critical goals focused on improving student achievement at the school.

I(2): The school leader ensures appropriate analysis and interpretation of data are used to monitor the progress of each student toward meeting achievement goals.

I(3): The school leader ensures the appropriate implementation of interventions and supportive practices to help each student meet achievement goals.

Domain II: Instruction of a Viable and Guaranteed Curriculum

II(1): The school leader provides a clear vision for how instruction should be addressed in the school.

II(2): The school leader uses knowledge of the predominant instructional practices in the school to improve teaching.

II(3): The school leader ensures that the school curriculum and accompanying assessments align with state and district standards.

II(4): The school leader ensures that school curriculum is focused on essential standards so it can be taught in the time available to teachers.

II(5): The school leader ensures that each student has equal opportunity to learn the critical content of the curriculum.

Domain III: Continuous Development of Teachers and Staff

III(1): The school leader effectively hires, supports, and retains personnel who continually demonstrate growth through reflection and growth plans.

III(2): The school leader uses multiple sources of data to provide teachers with ongoing evaluations of their pedagogical strengths and weaknesses that are consistent with student achievement data.

III(3): The school leader ensures that teachers and staff are provided with job-embedded professional development to optimize professional capacity and support their growth goals.

Domain IV: Community of Care and Collaboration

IV(1): The school leader ensures that teachers work in collaborative groups to plan and discuss effective instruction, curriculum, assessments, and the achievement of each student.

IV(2): The school leader ensures a workplace where teachers have roles in the decision-making process regarding school planning, initiatives, and procedures to maximize the effectiveness of the school.

IV(3): The school leader ensures equity in a child-centered school with input from staff, students, parents, and the community.

IV(4): The school leader acknowledges the successes of the school and celebrates the diversity and culture of each student.

Domain V: Core Values

V(1): The school leader is transparent, communicates effectively, and continues to demonstrate professional growth.

V(2): The school leader has the trust of the staff and school community that all decisions are guided by what is best for each student.

V(3): The school leader ensures that the school is perceived as safe and culturally responsive.

Domain VI: Resource Management

VI(1): The school leader ensures that management of the fiscal, technological, and physical resources of the school supports effective instruction and achievement of each student.

VI(2): The school leader utilizes systematic processes to engage school district and external entities in support of school improvement.

VI(3): The school leader ensures compliance to district, state, and federal rules and regulations to support effective instruction and achievement of each student.

Calculation of Overall Evaluation Score- *Principals, *Assistant Principals

*The District will follow the Administrative Evaluation Requirements as outlined by [AchieveNJ](#) which could change the percentages below. (mSGP scores will be calculated for required staff based on NJDOE requirements)

☐ Administrative Goals X 10%=

☐ Principal Practice X 90%=

Total Score _____

Summative Rating _____

Summative Rating Scale	
Highly Effective	3.50-4.0
Effective	2.65-3.49
Partially Effective	1.85-2.64
Ineffective	1.00-1.84

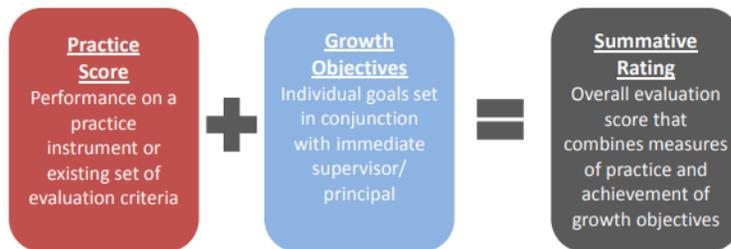
Calculation of Overall Evaluation Score- Supervisors

*The District will follow the Administrative Evaluation Requirements as outlined by [AchieveNJ](#) which could change the percentages below.

☐ Administrative Goals X 10%=

☐ Principal Practice X 90%=

Total Score _____ Summative Rating _____



Summative Rating Scale	
Highly Effective	3.50-4.0
Effective	2.65-3.49
Partially Effective	1.85-2.64
Ineffective	1.00-1.84

Marzano District Leader Evaluation Model

Director of Special Services

Observation #1	Observation- Short (Non-tenured)	Observation- Short (All)
<p>*Domain 5, Element 2</p> <p><u>The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.</u></p>	<p>*Domain 5, Element 2</p> <p><u>The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.</u></p>	<p>*Domain 5, Element 2</p> <p><u>The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.</u></p>
<p>*Domain 5, Element 3</p> <p><u>The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.</u></p>	<p>*Domain 5, Element 3</p> <p><u>The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.</u></p>	<p>*Domain 5, Element 3</p> <p><u>The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.</u></p>
<p>Domain 5, Element 1</p> <p><u>The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.</u></p>	<p>Domain 3, Element 2</p> <p><u>The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.</u></p>	<p>Domain 5, Element 1</p> <p><u>The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.</u></p>
<p>Domain 3, Element 2</p> <p><u>The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.</u></p>	<p>Admin choice as appropriate</p>	<p>Domain 3, Element 2</p> <p><u>The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.</u></p>
<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>
<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>	<p>Admin choice as appropriate</p>
<p>You will update Growth plan “In Progress”</p>	<p>No Growth Plan update</p>	<p>You will “FINISH” Growth plan</p>

Marzano District Leader Evaluation Model - 2018 Update

Key ▾

Domain I: A Data-Driven Focus to Support School Achievement

I(1): The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on the most critical needs for improving student achievement.

I(2): The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

I(3): The district leader ensures appropriate support is provided to schools when data indicate interventions are needed to improve student achievement.

Domain II: Continuous Support for Improvement of Instruction

II(1): The district leader provides a clear vision regarding the district instructional model and how to implement the model.

II(2): The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth.

II(3): The district leader provides ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.*

II(4): The district leader ensures that personnel are provided with job-embedded professional development to optimize professional capacity and support growth goals.

Domain III: Continuous Support for a Guaranteed and Viable Curriculum

III(1): The district leader ensures that curriculum and assessment initiatives at the district and school levels adhere to federal, state, and district standards.

III(2): The district leader ensures that district-level programs, curricula, and other initiatives can be adequately addressed in the time available to the district and schools.

III(3): The district leader ensures that each student has equal opportunity to access and learn the critical content of the curriculum.

Domain IV: Community of Care and Collaboration

IV(1): The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as caring, collaborative, and cooperative.

IV(2): The district leader ensures equity in a student-centered district with input from constituents (e.g. school board, administrators, teachers, students, and parents).

IV(3): The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

IV(4): The district leader establishes clear guidelines regarding adherence to district policies and for autonomous school decision making.

Domain V: District Core Values

V(1): The district leader is transparent, communicates effectively, is recognized as a leader, and continues to demonstrate professional growth.

V(2): The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that all decisions are guided by what is best for each student and the district.

V(3): The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and culturally responsive.

Domain VI: Resource Allocation Management

VI(1): The district leader uses systems processes to manage fiscal resources and maximizes support for schools, teachers, and each student.

VI(2): The district leader manages technological resources to provide optimal efficiency throughout the district and to support effective instruction and the achievement of each student.

VI(3): The district leader manages the organization, operations, instructional programs, and initiatives to maximize the use of resources that promote effective instruction and student achievement.

Calculation of Overall Evaluation Score- Directors

*The District will follow the Administrative Evaluation Requirements as outlined by [AchieveNJ](#) which could change the percentages below.

☐ Administrative Goals X 10%=

☐ Practice Score X 90%=

Total Score _____

Summative Rating _____

Summative Rating Scale	
Highly Effective	3.50-4.0
Effective	2.65-3.49
Partially Effective	1.85-2.64
Ineffective	1.00-1.84

