

Notice of Grant Opportunity

***EXCELLENT EDUCATORS FOR NEW JERSEY (EE4NJ) PILOT PROGRAM
TEACHER EFFECTIVENESS EVALUATION SYSTEM
COHORT 2A
12-RT02-A01***

**Christopher D. Cerf
Acting Commissioner of Education**

March, 2012

Application Due Date: April 26, 2012

**NEW JERSEY DEPARTMENT OF EDUCATION
P.O. Box 500
Trenton, NJ 08625-0500**

<http://www.state.nj.us/education>
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SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF GRANT PROGRAM

More than two decades of research findings are unequivocal about the critical connection between teacher effectiveness and student learning. The research shows that student achievement is strongly related to teacher quality; highly skilled teachers produce improved student results.

Governor Christie's education reform agenda reflects the widespread understanding that educator effectiveness is the most important in-school factor for improving student achievement. New Jersey, like the vast majority of other states, does not have an evaluation system that adequately measures teacher effectiveness and provides regular, actionable feedback for improving practice. The New Jersey Department of Education is committed to elevating the teaching profession, recognizing classroom excellence, and providing support to educators needing assistance. To accomplish this, the state needs fair, credible and rigorous evaluations to differentiate teacher performance.

New Jersey Educator Effectiveness Task Force Recommendations

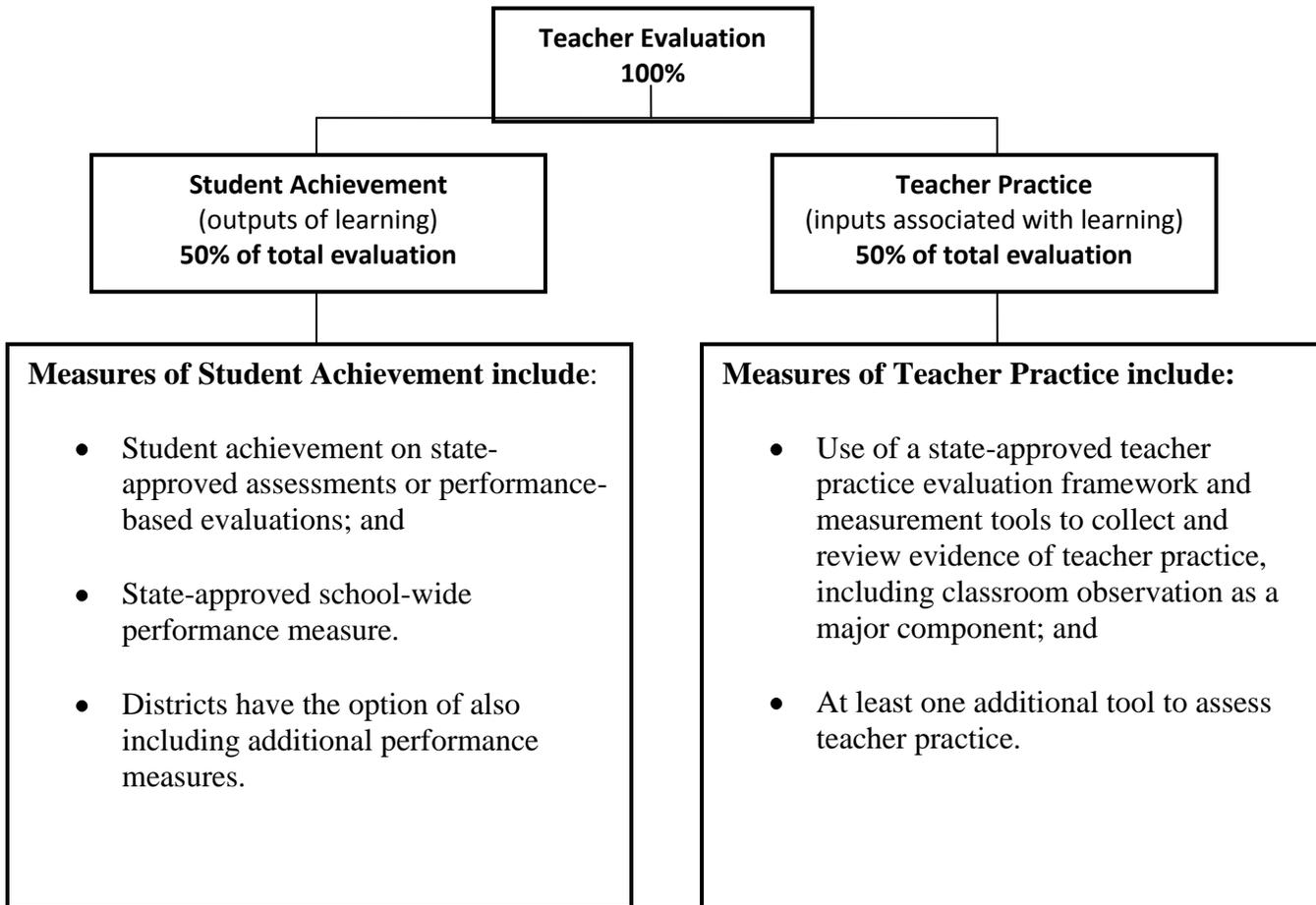
In 2010, Governor Christie appointed the New Jersey Educator Effectiveness Task Force to provide recommendations on the design of a system to measure educator effectiveness so districts could identify and recognize effective teachers while supporting those teachers who need to improve.

The Governor's Task Force recommendations have helped shape the NJDOE's goals for a teacher evaluation system. These are to:

- Improve the effectiveness of all educators in NJ's schools by:
 - ✓ Establishing a universal vision of highly effective teaching practice based on a common language and clear expectations
 - ✓ Implementing teacher practice measures that yield accurate and differentiated levels of performance
 - ✓ Providing teachers with timely, actionable and data-driven feedback
 - ✓ Providing teachers with targeted professional development opportunities aligned to assessment and feedback to support their growth
 - ✓ Using multiple measures of performance data to inform personnel decisions

The ultimate goal is to increase student achievement for *all* students by ensuring that every student has access to a highly effective teacher.

The Task Force recommended the development of a teacher effectiveness evaluation system that is based entirely on student learning. The system would be composed of equal parts teacher practice (inputs) and direct measures of student achievement (outputs). The recommended components of the new Teacher Effectiveness Evaluation System are depicted on the following page.



The purpose of this NGO is to identify and fund districts willing to participate in a second cohort of pilot districts that will implement the proposed teacher evaluation system during the 2012-2013 school year. The proposed teacher evaluation system builds on the lessons learned in the first year of the pilot, as well as national research and best practices. Cohort 2 pilot participants will help us continue to refine our plans for a strong statewide system and will include districts from the following three groups:

- 1) Cohort 1 EE4NJ pilot districts that elect to participate in the new requirements described in this NGO (they will receive a solicitation packet in late spring with instructions for participation);
- 2) Title I LEAs with 100% of their schools receiving Title I funds and having schoolwide status (as approved by the NJDOE), and who have not received funding under EE4NJ Cohort 1, or the School Improvement Grant (SIG) Program selected to participate through a separate, concurrent NGO; and
- 3) All other LEAs, selected through this NGO

The NJDOE will select LEAs that demonstrate a readiness and commitment to implement the recommended evaluation system -- including measures of student achievement and teacher practice -- and that will engage in data-gathering and dialogue during the year to provide feedback on pilot program implementation. The final selection of participating LEAs will aim to represent a diverse sampling of LEAs across different regions of the state.

Participants in this pilot initiative will benefit from state support, will actively engage with district educators and stakeholders in shaping evaluation development and implementation, and will help improve the system before it is implemented statewide with consequences.

Funds will be made available through a competitive grant process and will be awarded by the NJDOE to support proposals submitted by eligible LEAs that agree to the terms and conditions of participation in the EE4NJ Teacher Effectiveness Evaluation Pilot Program. The grant period will cover a period of 14.5 months, from July 15, 2012 through September 30, 2013, in order to allow sufficient time for collecting and reviewing data from the 2012-13 pilot school year.

In developing an application, please be aware of the following requirements:

- **For districts with 600 or fewer teachers**, *all teachers in the district* (including participating nonpublic school teachers), both full-time and part-time, must participate.
- **For districts with more than 600 teachers**, all teachers in participating schools (including participating nonpublic school teachers) both full-time and part-time, must participate.
- **For districts applying as part of a consortium**, all teachers in the consortium districts (including participating nonpublic school teachers) both full-time and part-time must participate. No consortium may exceed 600 teachers.
- **Nonpublic school consultation is mandatory**; if a nonpublic school opts to participate, all of their teachers must participate.
- **Pilot districts will be awarded funding based on the number of teachers** (please see table in Section 1.4, Statutory/Regulatory Source and Funding); should the district develop a program with costs exceeding funding provided through this grant, those costs would be borne by the district/consortium.

Letter of Intent: In order to gauge interest in this grant program, the New Jersey Department of Education requests that any LEA interested in developing an application submit a *Letter of Intent* electronically to marisa.miller@doe.state.nj.us.

Letters are to be received no later than April 16, 2012. No confirmation of receipt of your letter will be provided. An applicant will not lose the opportunity to submit an application if they do not submit a Letter of Intent. **LEAs must specify that they plan to participate in the Cohort 2, EE4NJ Version A NGO.**

1.2 ELIGIBILITY TO APPLY

This limited-competitive grant program is open to LEAs (including Charter Schools) in the State of New Jersey. LEAs may apply individually or as part of a consortium with other LEAs. LEAs may participate in only one application (either single agency or consortia).

For consortia: Consortium participation must be districtwide. Each consortium must identify a lead agency responsible for completing the EE4NJ application and constructing one budget representing the needs of consortium member districts. Regional determination will be contingent on the location of the lead agency in the consortium. The lead agency will be responsible to conduct all procurements on behalf of the consortium member districts. No LEA may participate in more than one application.

The following types of LEAs are ineligible to apply for a grant under this program:

- County Vocational School districts with shared-time students (see Appendix B for list);
- Jointure Commissions, Educational Service Commissions, and Special Services School Districts
- School Improvement Grants (SIG) Cohort 1 and 2 **school** recipients (see Appendix C for list);
- Title I LEAs with 100% of their schools receiving Title I funds and having schoolwide status as approved by the NJDOE (see Appendix D for list);
- EE4NJ Cohort 1 grant recipients (see Appendix E for list).

Please note that for SIG Cohort 1 and 2 recipients; the LEA may apply to serve only those schools that were not awarded funds for the 2012-2013 grant year under SIG Cohorts 1 or 2.

All applicants are required to complete and submit the *Documentation of Eligibility* form (Appendix A) as part of their application. Consortium partners must complete and submit the *Documentation of Partnership* form (Appendix A2) as part of the consortium application. These Documentation of Eligibility forms are required and must be submitted as a condition of award.

Applicants may not apply as part of a consortium with other eligible LEAs.

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, CCR)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid DUNS number and must also be registered with the Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the CCR database, go to www.ccr.gov

Applicants are required to complete and submit the Documentation of Federal Compliance (DUNS/CCR) form found in the DGA. This form must be submitted either with the grant application, or during the pre-award revision process. No award will be made to an applicant not in compliance with FFATA.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant's project must be designed and implemented in conformance with all applicable State and Federal requirements. The EE4NJ Cohort 2 Grant Program Version A is 100% federally funded under Title II-A of the No Child Left Behind Act of 2001; Race to the Top Phase Three (RTTT3); and Individuals with Disabilities Education Act (IDEA). It is required that 14.7% of the requested funds shall be allocated to IDEA funds based on the October 2011 enrollment count used to calculate the special education rate in the School Funding Reform Act.

New Jersey's EE4NJ Program will provide approximately \$1,100,000 to fund cohort 2A pilot programs. This program is subject to the supplement, not supplant requirements under Title II-A.

Awards will be based on the number of teachers within the LEA (and participating nonpublic schools), based on the following formula:

(Total # of teachers in district/consortium) + (# of participating nonpublic school teachers) - # of teachers in the district's SIG schools) = N (number of eligible teachers).

If N is less than or equal to 600 teachers, then all teachers in all schools within the district/consortium (minus any SIG school) plus all teachers in participating nonpublic schools must participate in the pilot program. Please see the chart below to determine the maximum amount of funding for which an eligible LEA may apply.

If N is greater than 600, the district may select which schools in the district will participate in the pilot. All selected schools must participate on a school-wide basis. No SIG school may receive funding. The district must

add to the number of teachers in the selected schools, the number of teachers in the participating nonpublic schools. This adjusted total, **N(1)**, forms the basis for an LEA’s funding request. Please see the chart on the following page to determine the maximum amount of funding for which an eligible LEA may apply.

No consortium may exceed 600 teachers.

| # Teachers | Grant |
|------------|----------------|
| 25 | 49,100 |
| 50 | 51,800 |
| 75 | 57,600 |
| 100 | 61,800 |
| 125 | 66,000 |
| 150 | 71,800 |
| 175 | 76,000 |
| 200 | 81,700 |
| 225 | 86,000 |
| 250 | 90,200 |
| 275 | 95,900 |
| 300 | 100,100 |

| # Teachers | Grant |
|-----------------|----------------|
| 325 | 104,300 |
| 350 | 110,100 |
| 375 | 114,300 |
| 400 | 161,900 |
| 425 | 166,100 |
| 450 | 171,800 |
| 475 | 176,100 |
| 500 | 183,400 |
| 525 | 187,600 |
| 550 | 191,800 |
| 575 | 196,000 |
| 600 | 200,200 |
| Over 600 | 206,000 |

Grant funding amounts were derived based on costs of known teacher evaluation framework providers. Depending on the provider chosen by the district to deliver the training and other program elements, total final costs may be higher or lower than the derived amount. Any costs exceeding the grant funding amounts listed below must be borne by the LEA.

For the purposes of this grant, New Jersey is geographically divided into three regions (North, Central and South), and further divided into 21 counties. The chart below indicates the counties located within each of the three regions.

| Northern Region | Central Region | Southern Region |
|------------------------|-----------------------|------------------------|
| Bergen County | Hunterdon County | Atlantic County |
| Essex County | Mercer County | Burlington County |
| Hudson County | Middlesex County | Camden County |
| Morris County | Monmouth County | Cape May County |
| Passaic County | Somerset County | Cumberland County |
| Sussex County | Union County | Gloucester County |
| Warren County | | Ocean County |
| | | Salem County |

In order to include the widest possible regional distribution, the New Jersey Department of Education will make awards in rank order by region, subject to the availability of federal funds.

It is anticipated that up to ten (10) awards will be made under this program. An applicant must score at least 65 points out of 100 to be considered eligible for an award.

Awards are for the period of July 15, 2012 through September 30, 2013.

1.5 DISSEMINATION OF THIS NOTICE

The Department will make this notice available to all eligible entities based on the eligibility statement and to the executive county superintendents of the counties in which the eligible local education agencies are located.

Important: This NGO does **not** constitute the complete application package. All applicants **must** use this NGO in combination with the Discretionary Grant Application (DGA), which contains required guidance, application forms and instructions necessary to prepare a complete application.

The DGA is available at <http://www.nj.gov/njded/grants/discretionary/apps/> or by contacting the Application Control Center at the New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 633-6974; fax (609) 777-1051.

Additional copies of the NGO are also available on the NJDOE web site (<http://www.nj.gov/njded/grants/discretionary/>) or by contacting the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (877) 454-3171; fax (609) 633-0160; email: EE4NJ@doe.state.nj.us .

1.6 TECHNICAL ASSISTANCE WEBINAR

Two technical assistance webinars will be conducted for this NGO. The first webinar will be held on **April 5, 2012**. The session will begin at 2:00 PM and end by 4:00 PM. Registration is required. To reserve your space in this information session, please register by **April 3, 2012**. The second technical assistance webinar will be held on **April 12, 2012**. The session will begin at 10:00 AM and end by 12:00 PM. Registration is required. To reserve your space in this information session, please register by **April 10, 2012**. Participation in the technical assistance webinars is not required, but applicants are encouraged to participate. Registration for both webinars may be accessed here: <http://education.state.nj.us/events/month/?month=04&year=2012>. An archive of the webinars will be available after the live webinars.

E-mail inquiries to: EE4NJ@doe.state.nj.us .

1.7 APPLICATION SUBMISSION

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, **will not accept late applications**.

The responsibility for a timely submission resides with the applicant. **Applicants must submit an original and four (4) copies of the completed application with all applicable forms, to the Application Control Center (ACC) no later than 4:00 P.M. on April 26, 2012.** Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline. An applicant agency will lose the opportunity to be considered eligible for an award if the application is received after the due date.

The original and four (4) copies of the application must be mailed or hand-delivered to the ACC. Postmarks are not acceptable evidence of timely submission. Receipt by the due date and time is required. Applicants are

encouraged to obtain a dated receipt from the ACC or to sign in upon delivery to verify DOE receipt. Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO. **Applications submitted via fax will not be accepted under any circumstances.**

To ensure timely delivery, applicants are encouraged to:

- Hand-deliver the application to 100 River View Plaza, Trenton, New Jersey, which is located next to the Mercer County Waterfront Park on Route 29, between the hours of 8:30 A.M. and 4:00 P.M., Monday through Friday (excluding state holidays) and obtain a dated receipt; or
- Send the application by Certified Mail or Return Receipt; or
- Arrange for delivery by an overnight courier service to ensure timely delivery.

The mailing and courier service addresses are listed in the chart below:

| Mailing Address | Courier Service Address |
|--|---|
| Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500 | Application Control Center New Jersey Department of Education 100 River View Plaza Route 29 Trenton, NJ 08625 |

Applications submitted by fax cannot be accepted under any circumstances.

Applications that are either submitted by fax, or delivered by hand to NJDOE staff other than the Application Control Center cannot be accepted under any circumstances.

1.8 REPORTING REQUIREMENTS

Grant recipients are required to submit periodic project and fiscal progress reports. (For additional information about post award requirements see the *Grant Recipient's Manual for Discretionary Grants* at: <http://www.nj.gov/njded/grants/discretionary/management>). Reports will be reviewed to ascertain the degree of the grantee's progress within the scope of work appropriate to the current agreement period and its conformance with the program requirements. The grantee is expected to complete all of the program requirements and to make satisfactory progress toward the completion of the comprehensive plan. Failure to do so may result in the withdrawal of current funding by the New Jersey Department of Education.

Fiscal and Program Reports for this program will be submitted through the New Jersey Department of Education's Electronic Web-Enabled Grant (EWEG) system, and are due as follows:

| Report | Reporting Period | Due Date |
|-------------------------|-------------------------|-----------------|
| 1 st Interim | 07/15/12 – 09/30/12 | 10/30/12 |
| 2 nd Interim | 07/15/12 – 12/31/12 | 01/31/13 |
| 3 rd Interim | 07/15/12 – 03/31/13 | 04/30/13 |
| 4 th Interim | 07/15/12 – 06/30/13 | 07/31/13 |
| Final | 07/15/12 – 09/30/13 | 10/31/13 |

1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

The New Jersey Department of Education expects to contract with an external researcher to evaluate the program and assess districts' experiences in implementing their teacher evaluation systems during the pilot year. The evaluation of the pilots' implementation will help the NJDOE improve the system, develop assessments, develop the appropriate supports for principals and teachers and inform a statewide implementation of the evaluation system. Grant recipients will be expected to fully participate in pilot evaluation activities and to provide requested data and feedback, as determined by the external researcher and/or the NJDOE.

1.10 REIMBURSEMENT REQUESTS

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Requests may begin once the contract has been fully executed and processed by the NJDOE. Grantees must submit requests at least ten business days before the end of the month, but not later than the 15th of the month. You may include in your request funds that will be expended through the last calendar day of the month in which you are requesting the reimbursement. If the grantees' request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide applicants with the framework within which they will design and implement their proposed evaluation systems and meet the purpose of this grant opportunity. Before preparing applications, applicants are advised to review Section 1.1 of this NGO, Description of the Grant Program, to ensure a full understanding of the state's vision and purpose for offering the program. Section 2 describes the specific considerations and requirements that must be included or addressed in applicants' pilot teacher evaluation systems. Detailed definitions and explanations of the terms used in this section are provided in Appendix G. It is recommended that applicants review these definitions prior to completing the application.

Please note that the passage of the School District Accountability Act (A5 or Chapter Law 53) places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

2.1 PROJECT DESIGN CONSIDERATIONS

The NJDOE seeks to improve teacher evaluations across the state so district administrators are able to assess educator effectiveness and provide individualized feedback to support teachers' growth. Through this grant opportunity, LEAs will be chosen to pilot a teacher evaluation system during the course of the 2012-13 school year. Participating LEAs will need to follow specific implementation requirements, but they will also be given the flexibility to develop some elements of their own within the parameters provided.

Successful grant applicants will describe how they will design, implement, and support a high-quality teacher evaluation system for the purposes of assessing teacher effectiveness and contributing to the knowledge base that will inform state-wide implementation. The importance of organizational commitment and stakeholder support for a new teacher evaluation process cannot be overstated, and applicants should document this commitment and support.

Based on the New Jersey Educator Effectiveness Task Force recommendations described in Section 1.1 above, learning from the EE4NJ Cohort 1, national research and lessons learned in other states, the EE4NJ Cohort 2 requirements for a robust evaluation system include the following:

1. Annual teacher evaluations (also known as the annual performance report) based on standards of effective teacher practices: every teacher, regardless of experience, deserves meaningful feedback on teaching performance on an annual basis;
2. Multiple measures of teacher performance and student performance, with student academic progress or growth as a key measure;
3. A summative rating that combines the scores of all the measures of teaching practice and student achievement;
4. Four summative rating categories (highly effective, effective, partially effective, ineffective) that clearly differentiate levels of performance; and
5. A link from the evaluation to professional development that meets the needs of educators at all levels of practice.

Though the NJDOE is providing funding through this program, each selected district will choose its teacher practice evaluation instrument and any service provider(s). As such, it is possible that the grant funding provided through this NGO will not fully cover the costs of the program crafted by each district. Participating LEAs will be expected to contribute their own funds should there be excess costs (please refer to Section 1.4, Statutory/Regulatory Source and Funding). LEAs that secure outside vendors to assist them with their pilot program will be fiscally responsible for securing these services.

2.2 PROJECT REQUIREMENTS

This section contains general and specific project requirements applicable to all applicants.

2.2.1 GENERAL PROJECT REQUIREMENTS FOR PARTICIPATION IN THE EE4NJ PILOT PROGRAM

Timeline for the Pilot Program

Unless otherwise noted, all training, support, and other implementation activities for this pilot program are to be conducted during the grant period, July 15, 2012 through September 30, 2013.

NJDOE suggests the following best practices calendar to guide Cohort 2 pilots' initial planning:

| ACTIVITY | SUGGESTED PLANNING PERIOD |
|--|--------------------------------------|
| <ul style="list-style-type: none"> • Convene District Advisory Committee • Conduct nonpublic consultation and provide opportunities for participation • Conduct needs assessment of student performance measures for non-tested grades and subjects • Write EE4NJ grant application | 4 weeks (late-March – late-April) |
| Submit EE4NJ application to NJDOE | Application Due Date: April 26, 2012 |
| <ul style="list-style-type: none"> • Research Teacher Practice Observation Instrument(s) • Research Performance Management Data System(s) | 8 weeks (late-March --May) |
| Notification of Conditional Grant Award to Recipients Pre-Award Revision Process Begins | Early June |
| <ul style="list-style-type: none"> • Respond to Pre-Award Revision Requests • Begin procurement process (include wording that contract is contingent on award) • Schedule teacher and observer training dates on school calendar • Schedule observations over entire year on school calendar | June |
| Grant agreement mailed to LEA, approved by district Board of Education, and returned to NJDOE | Mid-July |
| Complete procurement process | 6 - 8 weeks (July – August) |
| Approved grant agreement start date | July 15, 2012 |
| Select/develop student performance measures for non-tested grades and subjects | Begin in July |
| Provide training for observers | August - September |
| Provide training for teachers | August - September |
| All training complete: begin observations | October 1, 2012 |

General Project Requirements:

- **Convene a District Evaluation Advisory Committee**

Participating LEAs are required to convene a district-level stakeholder evaluation advisory committee to oversee and guide the implementation of the teacher effectiveness evaluation system during the grant period. Membership on this committee must include representation from the following groups: teachers from each school level (e.g., elementary, middle, high school) comprising of at least one quarter of District Evaluation Advisory Committee membership, central office administrators overseeing the teacher evaluation process, superintendent, administrators conducting evaluations, a special education administrator, a parent, and the local school board. In addition, the committee must include a data coordinator who will be responsible for managing all data components of the district evaluation system. At the discretion of the superintendent, membership may also be extended to representatives of other groups, such as counselors, child study team members, instructional coaches, new teacher mentors and students. One member of the advisory committee must be identified as the program liaison to the NJDOE. NJDOE will convene all program liaisons a minimum of four times throughout the course of the grant period to discuss implementation, share successes, obstacles and resources and problem-solve. *Selection of committee members must be completed at the time of application.*

- **Secure a Teaching Practice Instrument**

Participating LEAs will be required to secure an *evidence-supported teaching practice instrument* meeting the specifications outlined in Section 2.2.2 (see definitions in Appendix G). In addition, selected teacher practice instrument providers and the LEA must work with the project designated external researcher to provide data necessary to support the external researcher's work. LEAs will need to follow all procurement requirements of the state when contracting with a provider. In the case of consortia, each consortium must identify a lead LEA responsible for procurements.

- **Develop and Implement a Communications Plan**

To inform and build support from district, school and community stakeholders, LEAs must develop and implement a transparent and effective communications plan for relevant stakeholders. The communication plan must explain the LEA's teacher evaluation system and articulate the LEA's rationale for participating in this pilot program. The plan should outline proposed timelines for completing various communications activities, and should articulate specific activities and deadlines for sharing initial details with the district upon notification of award. LEAs will be required to create and maintain a communications strategy inclusive of a website to provide details and updates on the pilot implementation. The New Jersey Department of Education will provide support and resources for LEA communications upon selection.

- **Coordinate Teacher Professional Development**

By September 30, 2012, participating LEAs must update their current district professional development plan to incorporate the teacher and administrator training and support activities required in the pilot program. When creating their 2013-14 district plan, required in spring 2013, participating LEAs will be expected to integrate the professional learning needs identified as a result of implementing their teacher evaluation system during the pilot program. In addition, they will be expected to ensure that all schools have adequate time and resources to develop a collaborative culture of inquiry focused on student learning, as well as opportunities for both individual and collective professional development to support teachers in refining and improving instructional practices.

- **Provide Comprehensive Training and On-going Coaching and Support for Teachers and Observers**
Rigorous and comprehensive training for both teachers (including teachers of students with disabilities) and observers must be provided **prior** to conducting observations. Staff must be trained on all aspects of the teacher practice evaluation instruments, including the rubrics used for observation and evaluation. On-going supports and/or coaching must be available to teachers and observers.

- **Develop or Procure Measures of Student Achievement for Tested and Non-tested Grades and Subjects**

New Jersey is striving to have a teacher evaluation system in which fifty percent (50%) of the evaluation is based on student achievement measures. As NJDOE is currently learning from both local practitioners and many peer states, the following percentages should be used for the implementation of this pilot:

- **For teachers of tested grades and subjects** (math and language arts in grades 4-8, where both prior and current year scores on the state assessments are available), student performance will account for 50% of the evaluation, and will include:
 - student growth percentiles as measured on state assessments, accounting for 35%-45% of the teacher's evaluation (see definition in Appendix G)
 - a school-wide measure, accounting for 5%-10% (see Appendix N)
 - other optional measures that the district may select, accounting for 0-10% (see Appendix O)
- **For teachers of non-tested grades and subjects¹**, student performance will account for 15%-50% of the evaluation, and will include:
 - assessments that are comparable within a subject area and/or grade band in the district, accounting for 10%-45% of the teacher's evaluation (see Appendix M)
 - a school-wide measure, accounting for 5%-10% (see Appendix N)

A more detailed outline of these percentages can be found in the chart in Section 2.2.2 below.

- **Collaborate with the NJDOE**

Participating LEAs, through their designated liaisons, are expected to maintain open communication with the NJDOE throughout the pilot year. NJDOE will convene all pilot district program liaisons a minimum of four times throughout the course of the pilot period to discuss implementation, successes, obstacles, resources, and more.

- **Collaborate with the Project External Researcher**

Participating LEAs are expected to collaborate fully with the project external researcher(s) selected by the NJDOE and to supply necessary data, artifacts and other feedback upon request.

- **Conduct Nonpublic School Consultation and Provide Opportunities for Participation**

Please note that LEAs must adhere to NCLB legislation, Section 9501, requiring all applicants to include and provide services to eligible nonpublic school students and/or teachers. The EE4NJ New Jersey Teacher Effectiveness Evaluation Pilot Program is subject to the requirements of Sections 9501-9504 of the No Child Left Behind Act of 2001 regarding the equitable participation of nonpublic school teachers in this grant program.

¹ Note: Student Growth Percentile (SGP) scores cannot be computed for all teachers because not all subjects and grades have statewide assessments. Therefore, LEAs must select or develop measures of performance capable of generating growth or mastery scores for all other teachers.

The applicant must discuss with their non-public schools the ways in which the nonpublic school teachers and administrators could participate in the pilot program. For example, nonpublic teachers and administrators could:

- Participate in training opportunities offered under the pilot program;
- Learn the process of teacher evaluation; and
- Adopt a system consistent with the task force recommendations.

It is expected that, for every nonpublic school that elects to participate in the pilot program, all of their teachers and administrators will participate in training and other elements of the teacher practice evaluation instrument.

Timely and meaningful consultation must take place with each nonpublic school located within the district's boundaries. For consortia, consultation must take place with **all** nonpublic schools within **each** consortium member's district boundaries.

For a list of nonpublic schools by district, please refer to <http://www.nj.gov/education/nonpublic/>.

For each participating nonpublic school, the following information must be provided on the *Nonpublic Equitable Participation Summary and Affirmation of Consultation* form (see Appendix I).

1. Describe the consultation process that took place including meeting date, those in attendance and agenda.
2. Describe the needs of the eligible nonpublic school students/teachers and how these needs have been/and will continue to be identified?
3. What identified services will be provided? Explain how, when, where and by whom the services will be provided.
4. How and when will the services be assessed and how will the results of the assessment be used to improve the services?
5. What is the amount of estimated grant funding available for the agreed upon services?

Please note that **the nonpublic consultation requirement under NCLB does not apply to charter school applicants.**

2.2.2. SPECIFIC PROJECT REQUIREMENTS FOR THE EE4NJ COHORT 2 TEACHER EVALUATION SYSTEM

The specific components and weights to be used in EE4NJ Cohort 2 pilots are presented in the matrix below and discussed in greater detail in the subsequent sections.

Requirements for Teacher Evaluation System for EE4NJ Cohort 2

| FRAMEWORK - Building Block Requirements | | 2012/13 Pilot Expansion | |
|---|---|---|--------------|
| | | EE4NJ Cohort 2 | |
| Teachers in NJASK grades (4th - 8th, LA & Math) | Student Achievement | Min % | Max % |
| | New Jersey State Assessments (currently NJASK) | 35 | 45 |
| | School-wide Performance Measure | 5 | 10 |
| | Other Performance Measures | 0 | 10 |
| | Allowable Student Achievement Percentages | Student Achievement Subtotal must equal 50% | |
| | Teacher Practice | Min % | Max % |
| | Classroom Observation | 40 | 45 |
| | Other Measures of Practice | 5 | 10 |
| | Allowable Teacher Practice Percentages | Teacher Practice Subtotal Must equal 50% | |
| | <hr/> | | |
| Teachers in Non-tested Grades/Subjects | Student Achievement* | Min % | Max % |
| | Student Assessments or Performance-based Measures | 10 | 45 |
| | School-wide Performance Measure | 5 | 10 |
| | Other Performance Measures | For these teachers, this is now included within Student Assessment portion above. | |
| | Allowable Student Achievement Percentages | 15 | 50 |
| | Teacher Practice* | Min % | Max % |
| | Classroom Observation | 45 | 80 |
| | Other Measures of Practice | 5 | 10 |
| | Allowable Teacher Practice Percentages | 50 | 85 |
| | Required Total: Teacher Practice and Student Achievement Percentages | 100 NOTE: All percentages are to be expressed in whole numbers, with a minimum of 5 percentage points. | |

* Student performance and teacher practice percentages may vary by subject area and within/among schools depending on decisions made by each LEA.

2.2.3. SPECIFIC PROJECT REQUIREMENTS FOR IMPLEMENTATION OF THE TEACHING PRACTICE COMPONENTS

The measures of teacher practice should be based on clear performance standards that define effective teaching. The NJDOE will soon adopt the **2011 InTASC Model Core Teaching Standards** that should be used as the foundation of the teacher practice evaluation instrument (see Appendix G for description). The Educator Effectiveness Task Force recommended that all districts use a high-quality teaching practice evaluation instrument and at least one additional tool to assess teaching practice. NJDOE has specified a set of technical and procedural/operational requirements that any selected teaching practice evaluation instrument must meet for use in EE4NJ Cohort 2, detailed in the following sections.

- ***Select a Teaching Practice Evaluation Instrument and Develop Related Procedures (accounting for 40%-45% of a teacher's evaluation for teachers of tested subjects and grades and 45%-80% for teachers of non-tested grades and subjects)***

LEAs must select a high-quality, *research-based* or *evidence-supported instrument* for evaluating teaching practice (see Appendix G for definitions). LEAs must indicate their proposed instrument in their application.

Any teaching practice evaluation instrument must be shown to meet the following criteria (these may be used verbatim as vendor requirements for an RFP process the LEA undertakes):

1. Has a **research or evidence base** and produces scores or classifications that have been shown to be valid and reliable for purposes as described herein (see Appendix G for definitions)
2. Has **objective validity evidence** on at least construct and concurrent validity (see Appendix G for more details)
3. Aligns to and addresses each of the 2011 InTASC Model Core Teaching Standards that identify and describe effective teaching practice (see Appendix G for description)
4. Provides scales or dimensions that capture **multiple and varied aspects** of teaching performance.
5. Requires collection of **evidence-based data** on the following areas of teacher practice:
 - a. The learning environment
 - b. Planning and preparation
 - c. Instructional practice/classroom strategies and behaviors
 - d. Professional responsibilities and collegiality, inclusive of collaborative practice and ethical professional behavior
6. Includes rubrics capable of **differentiating** a range of teaching performance as described by the score scales, and that this has been shown in practice and/or research studies
7. Includes rubrics for assessing teacher practice that have a **minimum of 4 levels** of performance ratings, and preferably provide guidance on the weighting of the domains of practice

Any procedures for implementing the teaching practice evaluation instrument must be shown to meet the following criteria (these may be used verbatim as vendor requirements for an RFP process the LEA undertakes):

8. Provides **training** that is sufficient to result in **observers who are accurate and consistent** in applying the instrument, and that this has been shown in practice and/or research studies
9. Provides **applied examples** for observer practice and certification or proof of mastery. It is preferable that the practice be presented in video format; detailed and concrete descriptions of instrument use may be acceptable

10. Provides a mechanism for **certification or proof of mastery** of observers. The certification/mastery designation would be conferred on candidates who have successfully completed training and achieved a high level of accuracy as defined for that instrument and rubric
11. Provides **on-going support** for **observers** in implementing observation protocols and providing meaningful and actionable feedback to staff
12. Provides observers with resources to permit **calibration** of observation skills on a **regular basis**
13. Provides rigorous and deep **training for teachers** in the instrument and its implementation that also support professional growth. Teacher training must also include detailed and concrete descriptions of instrument use; there is a strong preference for examples in video format
14. Provides **on-going support** for **teachers** (i.e., coaching, professional learning opportunities on the instrument and its implementation, exemplar videos, etc.)
15. Includes a component or process that provides ongoing opportunities for teacher self-reflection on practice
16. Provides access to a system or process to **build capacity** at the district/school level (i.e., train-the-trainer module, refresher courses for district trainers, access to updated rubrics, videos, etc.)

Appendix J provides a non-comprehensive list of commonly-used teaching practice instruments. Districts may use an instrument that they developed or contract with any provider that offers a research based or evidence supported teaching practice evaluation instrument as long as it meets the criteria set forth in this NGO. (See Appendix G for criteria).

Functional Requirements for the Instruments

In addition to the properties of the instrument described above, NJDOE has a set of functional requirements for the instruments selected by the LEAs which must be disclosed to the NJDOE as part of the district's documentation. Details of these requirements are provided in Appendix H. These include:

1. A **copy** of the teaching observation instrument must be provided to NJDOE prior to the first operational observation.
2. **Data** that support the **differentiation of a range of teaching performance** as described by the score scales must be provided, from practice and/or research studies.
3. Access to **observer training** must be provided to the NJDOE.
4. The instrument must have aligned resources that exemplify a range of teaching performance. **Access** to these exemplar materials must be provided to NJDOE.
5. The instrument must provide at least one **skills assessment** sufficient to determine that observers are scoring at acceptably high levels of accuracy and consistency with expert judgment to be **certified or to demonstrate proof of mastery** as observers on the instrument once training is complete. The skills assessment and scores of observers must be provided to NJDOE.
6. Observers must be **calibrated** at least once per school semester. The calibration process and results must be provided to NJDOE.
7. The process for dealing with an observer **disqualified at calibration** must be disclosed to NJDOE as part of the district's documentation.
8. Some portion of the observations must be **independently double-scored**, to allow for calculation of measures of inter-observer agreement. **Data** from the double-scored observations must be provided to NJDOE for analysis of **inter-rater agreement**. See chart on p. 22 for the number of double-scored observations required.

- ***Complete Thorough Training and Certification of Observers by October 1, 2012***

Comprehensive training on the teacher practice evaluation instrument is required for all observers, including both internal and external observers and others who will use the teaching practice instrument to coach or mentor teachers. Observers must be thoroughly trained and appropriately certified or authorized by demonstrating proof of mastery by October 1, 2012, before they conduct any observations. The observer training must incorporate:

1. The teaching practice evaluation domain/components of effective teacher practice that tie to the 2011 InTASC Model Core Teaching Standards
2. The use of effective evaluation strategies and requirements
3. Sufficient practice for fidelity of implementation
4. Certification or proof of mastery that ensures the observer is able to score teachers with consistency and accuracy

Participating LEAs must also provide observer coaching support over the course of the pilot year, including online or face-to-face coaching for all observers to assist them in implementing the teacher practice evaluation instrument with fidelity.

- ***Provide On-going Observer Calibration to Ensure Observers (including external observers) Generate Accurate and Reliable Teacher Performance Ratings***

A process must be in place to monitor and remediate observer accuracy, inter-observer agreement, and score drift/observer effects. LEAs will be required to check for observer accuracy, agreement, and regularly calibrate all observers. Calibration of evaluators must occur once per semester (twice per year), at a minimum.

- ***Provide and Complete Thorough Training of Teachers on Teaching Practice Instrument by October 1, 2012***

All relevant stakeholders, including all teachers and observers in schools that are participating in the initiative, must receive comprehensive and rigorous training on the teaching practice evaluation instrument to develop a clear understanding of the standards of practice and expectations. Observer and teacher training should be completed by October 1, 2012. *Note: In order to meet these challenging deadlines, it is suggested that applicants prepare their procurement documents and start the procurement process in advance of being notified of award. Any such procurement documents should specifically mention that acceptance of any bid is contingent on the applicant receiving a grant award under this program.*

Participating LEAs are encouraged to implement a train-the-trainer model to build district capacity and/or realize cost savings. Any new teachers joining the pilot schools throughout the year must be trained on the instrument as well. The teacher training must incorporate:

1. The teaching practice evaluation domains/components of effective teacher practice that tie to the 2011 InTASC Model Core Teaching Standards;
2. A definition of effective teaching; and
3. A description and indicators of what teacher practice looks like across a range of performance levels as well as examples for a range of performance levels (video examples are the preferred format).

- ***Adopt Teacher Observation Procedures Based on the Requirements Delineated on the Following Page***

To optimize resources at the district level and to provide flexibility in allocating resources, NJDOE has developed a differentiated approach to the observation procedures for this pilot. The following table

illustrates the teacher observation requirements. Appendix Q provides a sample schedule indicating how requirements of specific types of observations might be combined.

| FORMAL OBSERVATIONS* | Non-Tenured Teachers | | Tenured Teachers | |
|---|-------------------------------|-----------------------------------|---|--------------------------------|
| | CORE CONTENT AREA*** TEACHERS | NON-CORE CONTENT AREA TEACHERS*** | CORE CONTENT AREA TEACHERS Subject Teachers | NON-CORE CONTENT AREA TEACHERS |
| Minimum number of formal observations with post-conference input and feedback (Post conference must occur within 10 days of formal observation)** | 5 | 3 | 4 | 2 |
| Minimum number of formal observations requiring a pre-conference | 1 | 1 | 1 | 1 |
| Minimum number of unannounced formal observations | 2 | 1 | 2 | 1 |
| Minimum number of formal observations conducted by an external evaluator | 2 | 1 | 2 | 1 |
| Minimum number of formal observations that must be a minimum of 30 minutes | 2 | 1 | 2 | 1 |
| Minimum number of double scored observations** | 1 | 0 | 1 | 0 |
| TOTAL MINIMUM NUMBER OF MINUTES FOR OBSERVATIONS | 105 | 60 | 90 | 45 |

* No observation shall be less than 15 minutes in duration

** Unless otherwise indicated, observations may be single or double scored (see Appendix G for definitions). Double scoring of observations is *recommended* for core and non-core teacher observations, but is required for core teachers in one observation. A maximum of one double-scored observation may count as 2 separate observations for each teacher. See definitions in Appendix G and functional requirements in Appendix H.

*** Core content areas are secondary Math, LAL, Science and Social Studies, K-5; Non-Core content areas are all other subjects.

Note: A single observation may count towards the requirements in all score type categories (e.g., a single observation may be 30 minutes in length, double-scored, unannounced, and conducted by an external observer). However, a maximum of one double-scored observation may count as 2 separate observations for each teacher.

Note: Informal observations are not required as part of the new protocol.

During the 2012-2013 academic year, all participating pilot LEAs will be expected to use the district's selected teacher practice evaluation instrument to review every classroom teacher, using the following procedures²:

- **Number of Formal Observations**
 - In core subjects or grades (Math, LAL, Science and Social Studies, K-5):
 - For *non-tenured teachers*, conduct a minimum of five formal observations with post-conference input and feedback.
 - For *tenured teachers*, conduct a minimum of four formal observations with post-conference input and feedback.
 - All observations for the purpose of this grant are considered formal. Informal observations are not required as part of the 2012-2013 pilot.
 - In NON-core subjects or grades (subjects other than Math, LAL, Science and Social Studies, K-5):
 - For non-tenured teachers, conduct a minimum of three formal observations with post-conference input and feedback.
 - For tenured teachers, conduct a minimum of two formal observations with post conference input and feedback.
 - All observations for the purpose of this grant are considered formal. Informal observations are not required as part of the 2012-2013 pilot.
- **Number of Unannounced Observations**
 - At least two observations for all core teachers must be unannounced.
 - At least one observation for all NON-core teachers must be unannounced.
- **Number of Observations with Pre-conference**
 - At least one observation for all teachers must include a pre-conference.
- **Duration of Observations**
 - Each non-tenured core subject teacher will be observed for at least 105 minutes of classroom instruction, with no single observation being less than 15 minutes and at least two observations not less than 30 minutes each.
 - Each tenured core subject teacher will be observed for at least 90 minutes of classroom instruction, with no single observation being less than 15 minutes and at least two observations not less than 30 minutes each.
 - Each non-tenured NON-core subject teacher will be observed for at least 60 minutes of classroom instruction, with no single observation being less than 15 minutes and at least one observation not less than 30 minutes.
 - Each tenured NON-core subject teacher will be observed for at least 45 minutes of classroom instruction, with no single observation being less than 15 minutes and at least one observation not less than 30 minutes.
- **External Observations**
 - For all non-tenured teachers, at minimum, two formal teacher observations must be conducted by an external observer who does not work in the teacher's school.
 - For all tenured teachers, at minimum, one formal teacher observation must be conducted by an external observer who does not work in the teacher's school.

² In addition to the evaluation procedures described herein, the district must adhere to the Provisional Teacher regulations (N.J.A.C. 6A:9-8.6 and 8.7) for novice teachers holding a Certificate of Eligibility (CE) or a Certificate of Eligibility with Advanced Standing (CEAS) enrolled in the provisional teacher program.

- **Double Scoring and Number of Different Classroom Sessions Observed**

- It is required that each core teacher has at least one observation double-scored; that is, two observers will observe the same classroom session.
- Non-core teachers are not required to have a classroom session double scored, although double-scoring is recommended for all teachers.
- Any number of classroom observation sessions may be double scored
- A maximum of one double-scored classroom session may be counted as two observations toward the total number of observations required for core teachers
 - For a non-tenured core teacher, this implies that a minimum of four different classroom sessions will be observed during the academic year. For a tenured core teacher, similarly, a minimum of three different classroom sessions will be observed. Districts are free to observe more than the minimum number of different classroom sessions, but may not observe fewer
 - One of the different classroom sessions must be double scored, and the two independent observation records that result from a single double-scored classroom session may be counted as two of the 5 required observations for non-tenured core teachers, and as two of the 4 required observations for a tenured core teacher, at the discretion of the district
 - A district may elect not to count the double-scored classroom session as two observations; in this case, 5 different classroom sessions must be observed for a non-tenured core teacher and 4 different classroom sessions must be observed for a tenured core teacher. The double-scored data from the required observation session will be used solely to evaluate inter-observer agreement

- **Promote an environment for supportive and accurate feedback on teacher practice.**

- **Provide teachers with professional learning opportunities to support improvement in teacher practice.**

- Evaluators will be expected to provide follow-up support as teachers develop their understanding of the teacher practice evaluation framework and its expectations and to provide a supportive, positive culture in which evaluation serves to improve teacher practices and student achievement.

- ***Select an additional measurement of teacher practice***

Pilot LEAs will select another measure of teacher practice, such as a student survey or teacher portfolio review. The additional measure and the rationale for selection must be provided to the NJDOE. It is expected that the LEA will choose a measure with appropriate technical specifications and data collection procedures. NJDOE reserves the right to request that an LEA revise or re-select a measure if it cannot be shown to meet generally-accepted professional standards.

2.2.4 SPECIFIC PROJECT REQUIREMENTS FOR IMPLEMENTATION OF THE STUDENT ACHIEVEMENT COMPONENTS

- ***Select Student Achievement Measures***

For teachers of tested grades and subjects (math and language arts in grades 4-8, where both prior and current year scores on the state assessments are available), fifty percent of the evaluation must be based on measures of student performance as demonstrated by assessments and other evaluations of student work.

- For teachers in tested grades and subjects (TGS), an individual teacher’s contribution to his/her students’ progress on a statewide assessment (see definition of SGP in Appendix G) is required (35%-45%). Other optional components may also be used (0% - 10%).
 - For teachers in non-tested grades and subjects (NTGS), an individual teacher’s contribution to his/her students’ progress or mastery on district-selected assessments is required (10%-45%). Note: Student Growth Percentile scores cannot be computed for all teachers because not all subjects and grades have statewide assessments. Therefore, LEAs must select or develop measures of performance capable of generating growth or mastery scores for all other teachers. LEAs must provide a list of the assessments proposed for use during the grant period. The template for this requirement can be found in Appendices L through O. Assessments may include the following:
 - ✓ performance tasks (for subjects such as art, music, theater, gym, vocational-technical)
 - ✓ off-the-shelf or curriculum-based assessments that are standards-based
 - ✓ nationally-normed tests (e.g., AP, IB, SAT)
 - ✓ Student Learning Objectives (see Appendix G for definition)
 - ✓ Alternate assessments for students with significant disabilities
 - For all teachers, a state-approved school-wide performance measure (accounting for 5% -- 10%) is also required. (Note: Percentage selected by LEA must be applied to *all* teachers in the school.)
- ***Provide Training of all Staff on Student Growth Percentiles (SGP) Methodology, delivered by NJDOE***
SGP will be used to measure student achievement growth on state assessments, and will become an important metric to look at entire school and district achievement. Growth data also enables us to identify where educators are making an impact over time for all students. Specifically, teachers of Math and Language Arts in grades 4-8 will be evaluated, in part, on their students’ achievement growth using SGP. It is important, therefore, that teacher and administrators understand how to use this data. The NJDOE will develop training on SGP and will require that educators be trained.

2.2.5 SUMMATIVE EVALUATION AND OTHER SPECIFIC PROJECT REQUIREMENTS

- ***Summative Evaluation***

Prepare one summative evaluation as part of an annual performance report, completed by June 2013 for tenured teachers, and before April 30, 2013 for non-tenured teachers (according to current statute), that results in a mutually-developed teacher professional development plan and aims to inform career growth and recognition opportunities, retention provisions, and, where applicable, separation procedures. Because Student Growth Percentile scores will not be available by June 2013, affected teachers will be provided with an interim summative report based on available teacher data.

- ***Collect and Report Performance Management Data***

It is required that pilot LEAs collect teacher practice evaluation data (see Appendix K for listing of Performance Management Data System Providers) so it can be electronically stored, analyzed and reported. The NJDOE will provide guidance on the data to be collected and analyzed. As previously mentioned, pilot LEAs are expected to designate one person to oversee the collection, analysis and reporting of data.

- ***Build Central Office Capacity and Supply Resources to Support Observers and Teachers***

It will be the responsibility of participating LEAs to purchase any resources and materials necessary for supporting the teacher practice evaluation instrument, such as books, video tapes/DVDs, on-line tutorials, training materials, etc., and to provide teachers and observers access to these resources.

The district leadership of each participating LEA will establish a process for supporting participating school principals and other teacher observers while also holding them accountable for implementation of the pilot teacher evaluation instrument. During the pilot program implementation, it is expected that district leadership will support stable school and district learning environments focused on student achievement.

All applicants are required to complete the Project Specific Statement of Assurances found in Appendix F as part of their applications.

2.2.6 LEA-SPECIFIC REQUIREMENTS FOR THE WRITTEN APPLICATION

Project Abstract (not to exceed 2 pages):

The applicant must provide a summary, not to exceed one page, which briefly describes the LEA's participation in this pilot teacher evaluation program.

Project Description (not to exceed 25 pages):

A. Background Information (not to exceed 2 pages)

1. The applicant must discuss the district's **readiness to participate** in the pilot and any noteworthy district characteristics that make it a good candidate for this pilot program.
2. The applicant must include a brief description of any **student learning goals** the district has identified in its planning and explain how they will be integrated into the evaluation system.
3. The applicant must describe the status of the district in developing **curricula based on the most current New Jersey Core Curriculum Content Standards (NJCCCS)** and the new Common Core State Standards (CCSS).
4. The applicant must provide a short description of its **evaluation system** and the rating categories it currently uses.
5. The applicant must indicate which, if any, **teacher practice instrument** it is currently using.
6. The applicant must describe any **performance management data system** that it is currently using.
7. The applicant must describe how it is using **data to drive decision making**.
8. The applicant must describe how it currently supports **teacher development**, including any professional learning communities or coaching programs.
9. The applicant must describe how it currently uses **assessment results** and other measures of student performance in educator evaluations.
10. For applicants with more than 600 teachers that are selecting a subset of their district's schools to participate in the pilot program, please explain why the selected schools were chosen.

B. Pilot Project Description (not to exceed 23 pages)

In the project description, the applicant LEA must describe its plans for implementing the evaluation system. Please address the following:

1. Selecting a teaching practice evaluation instrument and implementing the required instrument procedures. Include a description of the process the applicant has put in place to choose a teaching practice evaluation instrument and the instrument procedures that meet the criteria listed in the NGO. Note: Appendix J provides a non-comprehensive list of teaching practice evaluation instrument providers as a resource for districts.
2. Fulfilling the training requirements on the teacher practice instrument including a preliminary schedule for training teachers and observers and auditing and calibrating observer performance.
3. Providing teachers with professional learning experiences to support improvement in teacher practice as needs are identified through the evaluation system.
4. Generating support for the evaluation system, including stakeholder involvement. Be sure to include a list of the names and functions of the members of the district advisory committee in accordance with the required membership provided in Section 2.2.1 above, a description of the responsibilities of this group, a proposed meeting schedule over the course of the pilot program and a description of how the applicant will provide the necessary time and resources for the advisory committee members to fulfill their responsibilities. (Partial satisfaction of this grant requirement can be accomplished by completing the District Advisory Committee Member template found in Appendix P.)
5. Communication of the teacher effectiveness evaluation system, including the key components and strategies for the communication plan the applicant will implement to build awareness and support from key stakeholders. This should include proposed timelines for completing various communications activities, and should articulate specific activities and deadlines for communicating details with the district upon notification of award.
6. How the district envisions identifying existing or developing new student achievement assessments that will also be used as measures of effectiveness for teachers in the non-tested subjects and grades. (Complete charts found in Appendix M.
7. How the evaluation system being proposed for the pilot program relates to the current evaluation system, and any anticipated implementation challenges (including any contract negotiations) that will need to be addressed during the pilot year.
8. How the district will liaise with the NJDOE so that implementation issues and lessons-learned can be shared, challenges can be tackled in a collaborative way and course-corrections can be made. Include the name and contact information of the person who will be the liaison with the NJDOE for the duration of the evaluation pilot program.
9. How the district will assure the teacher effectiveness evaluation system addresses the needs of general education and special education teachers who teach students with disabilities.
10. For LEAs with SIG schools, provide a description of how training and other programmatic elements of the evaluation system will be coordinated across all participating schools—regardless of funding source. It is

essential that LEA efforts to implement the evaluation system in participating schools funded through this NGO *not impede the progress of the SIG schools* or jeopardize the requirements of the SIG grant.

Goals, Objectives, Indicators (not to exceed 3 pages)

The applicant must develop local goals, objectives and indicators for the teacher evaluation system that are consistent with the NJDOE goals stated in Section 1.1, Description of Grant Program.

Project Activity Plan

The applicant must provide a timeline for all key training, support and teacher evaluation activities to be implemented during the 2012-2013 school year. Please refer to the DGA for the Activity Plan form available at: <http://www.nj.gov/njded/grants/discretionary/apps/dga.pdf>.

Organizational Commitment and Capacity (not to exceed 5 pages)

The applicant must describe the district's commitment and capacity for obtaining the necessary stakeholder support and buy-in for the evaluation system and for providing the necessary material and human resources to fulfill the activities required for the pilot program. Please address:

1. Commitment of key stakeholder groups;
2. The extent to which existing official policies, practices and contracts (including labor agreements) will support or hinder implementation (if labor agreements prevent the LEA from fully implementing the requirements, this must be noted and addressed);
3. Ability to provide required training on time;
4. Ability to provide time, support and resources so evaluators, trainers and advisory committee members can fulfill their responsibilities;
5. Commitment and ability to provide teachers with professional learning experiences, based on needs identified through the evaluation measures, to support improvement in teacher practice; and
6. Commitment to develop assessments to measure student achievement in the non-tested grades and subjects.

2.3 BUDGET DESIGN CONSIDERATIONS

The Excellent Educators for New Jersey (EE4NJ) funds must be spent exclusively on the teacher effectiveness evaluation system and associated costs.

Cost for teacher practice evaluation system. Costs may include:

- Introductory/overview session(s) to engage stakeholders, explain the instrument, customize the observation instruments and plan the implementation;
- Teacher practice instrument training, certification and ongoing support for observers and coaches;
- Observer audit for scoring accuracy and reliability and recalibration training;
- “Train-the-trainer” training for districts that choose this training model, including any training support/tools;
- Training for all teachers in the district on the teaching practice instrument, standards of effective practice and how they will be evaluated;
- Training materials and books, as well as tools that support training and professional development;
- Purchase of materials, resources or software (i.e., training manuals, videos/DVDs, etc.) associated with the teacher effectiveness evaluation system;

- Internet-based performance management data system to collect, analyze and report teacher practice evaluation data via an electronic and/or internet-based performance management data system;
- Performance management data system costs for licenses and training;
- Services of providers (consultant(s) and contract(s)) related to the teacher evaluation system;
- Equipment specifically related to performing evaluations (including classroom observation cameras such as those distributed by Kogeto or ThereNow that are to be used for auditing observers, training or sharing best practices and iPads and other data collection tools).

Costs that are the pilot districts' responsibility (and therefore ineligible costs for this grant) include (but are not limited to):

- Travel and expenses costs for the observers and teachers
- Costs associated with the writing of the application and/or the preparation of bid documents
- Substitutes and stipends associated with activities within the scope of the grant
- Classroom instructional materials
- Equipment not mentioned as allowable above (i.e., smart boards, podcast equipment, printers, etc.)
- Capital improvements
- Facilities rental
- Salaries of administrative or clerical personnel
- Indirect costs

2.4 BUDGET REQUIREMENTS

The provisions of A-5/Chapter Law 53 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies the A-5 restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging)
- No reimbursement for meals on in-state travel
- Mileage reimbursement is capped at \$.31/mile

The applicant must provide a direct link for each cost to the goals and objectives in the Project Activity Plan.

General guidance on how to construct the budget and how to construct budget entries are provided in the Discretionary Grants Application document, which is available at:

<http://www.nj.gov/njded/grants/discretionary/apps/dga.pdf> .

Please note: In constructing your budgets, 14.7% of the costs of this program is to be allocated to IDEA funds. The remaining 85.3% is to be allocated from other federal funds.

On the Budget Detail forms, for each item of cost, show the total cost calculation and show the calculation split between IDEA (14.7%) and other federal funding (85.3%).

On the Budget Summary form, enter the 14.7% IDEA costs in the **Federal** column. Enter the 85.3% other federal funding costs in the **Other** column. The total of the two columns may not exceed the maximum amount listed in Section 1.4

For consortium: It is expected that the lead agency will construct one budget on behalf of the entire consortium to address the implementation of the pilot within the member districts. The lead agency will be responsible for the fiscal management and oversight of the consortia, and will conduct all procurement issues on behalf of the members of the consortium.

Subgranting from the lead agency to a consortium member is not permitted.

The Department of Education will disallow all ineligible costs, as well as costs not supported by the Project Activity Plan. These funds will NOT be eligible for reallocation.

A maximum of ONE formal round of pre-award revisions will be conducted. Grant award amounts will be based on the budget entries that are appropriately qualified and approvable after that ONE round.

Grant funds must be used to supplement and not supplant existing efforts of the LEA. Federal funds cannot be used to pay for anything that a grant applicant would normally be required to pay for with either local, state, or federal funds or aid. This requirement also covers services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job or activity that represent an expansion or enhancement of normally provided services.

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, applicants must prepare and submit a complete application. Your application must be a response to the State's vision as articulated in Section 1: Grant Program Information of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Your application package must also be constructed in accordance with the guidance, instructions, and forms found only in the DGA and NGO.

3.2 REVIEW OF APPLICATIONS

Evaluators will use the selection criteria found in Part I: General Information and Guidance of the DGA to review and rate your application according to how well the content addresses Sections 1 and 2 in this NGO.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

Applications will also be reviewed for the completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO:

| | <i>Point Value</i> |
|---|--------------------|
| PROJECT DESCRIPTION | 35 |
| GOALS, OBJECTIVES, INDICATORS | 15 |
| PROJECT ACTIVITY PLAN | 15 |
| ORGANIZATIONAL COMMITMENT AND CAPACITY | 30 |
| BUDGET | 5 |
| <i>TOTAL</i> | 100 |

All applications must score 65 points or above to be considered eligible for funding.

3.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of your application. Failure to include a required form may result in your application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in your application.

Note: The Application Title Page and all special forms are attached to the NGO. All other forms are part of the Discretionary Grant Application and can be downloaded from the Internet at <http://www.nj.gov/njded/grants/discretionary/apps/>.

| Required (✓) | Location | Form | Included (✓) |
|------------------------|-----------------|--|------------------------|
| ✓ | NGO | Application Title Page | |
| ✓ | NGO | Documentation of Eligibility: Appendix A1 | |
| ✓ | NGO | Documentation of Partnership: Appendix A2 (for consortia members only) | |
| ✓ | NGO | Project-Specific Statement of Assurances: Appendix F | |
| ✓ | NGO | Nonpublic Equitable Participation Summary and Affirmation of Consultation Form: Appendix I | |
| ✓ | DGA | Board Resolution to Apply | |
| ✓ | DGA | Statement of Assurances | |
| ✓ | DGA | Documentation of Federal Compliance (DUNS / CCR) | |
| ✓ | DGA | Project Abstract (Limited to two pages) | |
| ✓ | DGA | Project Description (Limited to twenty-five pages) | |
| ✓ | DGA | Goals, Objectives and Indicators (Limited to three pages) | |
| ✓ | DGA | Project Activity Plan | |
| ✓ | DGA | Organizational Commitment and Capacity (Limited to five pages) | |
| N/A | DGA* | Budget Form A: Full-Time and Part-Time Salaries | N/A |
| N/A | DGA* | Budget Form B: Personal Services – Employee Benefits | N/A |
| ✓ | DGA* | Budget Form C: Purchased Professional and Technical Services | |
| ✓ | DGA* | Budget Form D: Supplies and Materials | |
| ✓ | DGA* | Budget Form E: Equipment | |
| ✓ | DGA* | Budget Form F: Other Costs | |
| N/A | DGA* | Sub-grant Budget Summary | N/A |
| ✓ | DGA | Application for Funds – Budget Summary | |
| N/A | DGA | Matching Funds Summary and Expenditure Report | N/A |
| ✓ | NGO | Chart of Possible Assessments for LEA Consideration for Non-tested Grades and Subjects: Appendix M | |
| ✓ | NGO | Chart Depicting School-wide Performance Measures: Appendix N | |
| ✓ | NGO | Chart Depicting Possible Choices for an OPTIONAL Student Performance Measure for Teachers of Tested Grades and Subjects (Grades 4-8, LAL and Math): Appendix O | |
| ✓ | NGO | Template for District Advisory Committee Members: Appendix P | |

* Budget forms are required when applicable costs are requested.

APPENDIX A2
Documentation of Partnership
(to be completed and signed by each consortia member)

Consortium lead agency name: _____

Consortium partner name: _____

As the Chief School Administrator, I attest to the following:

- I agree to participate in this consortium/application for the purposes of the EE4NJ Pilot Program, Cohort 2A.
- I have read and accept the conditions as set forth in the Project-Specific Statement of Assurances (Appendix F of the NGO):

I certify that the information is complete and accurate.

**Consortium partner
CSA Signature:** _____

**Consortium partner
CSA Name and Title:** _____

Date: _____

APPENDIX B
INELIGIBLE LEAs
(County Vocational Schools with Shared-Time Students)

Atlantic County Institute of Technology
Bergen County Technical Schools
Cape May County Technical School District
Cumberland County Technical Education Center
Essex County Vocational Technical Schools
Gloucester County Institute of Technology
Hudson County Schools of Technology
Hunterdon County Polytech
Mercer County Technical Schools
Middlesex County Vocational & Technical Schools
Monmouth County Vocational School District
Morris County School of Technology
Ocean County Vocational-Technical School
Salem County Vocational Technical Schools
Somerset County Vocational & Technical Schools
Sussex County Technical Schools
Union County Vocational-Technical Schools

APPENDIX C
School Improvement Grant (SIG) Schools
(LEAs with schools that are recipients of SIG grants)

| | |
|--|---|
| Newark: | Avon ES Barringer HS Central HS Dayton Street ES Malcolm X Shabazz HS Newark Vocational HS (West Kinney) West Side HS |
| Jersey City: | Snyder HS Lincoln HS #41 Martin |
| Camden: | Cramer ES U.S. Wiggins ES Camden HS |
| Roselle: | Abraham Clark HS |
| *Essex County Vocational Schools: | West Caldwell Tech |
| Paterson: | School #4 School #10 |
| Lakewood: | Lakewood HS |
| East Orange: | Cicely Tyson |

Please note: *Essex County Vocational Schools has shared-time students and is ineligible to apply (see Appendix B). All other LEAs on this list are eligible to apply, but cannot include their SIG schools in the application.)

Appendix D
INELIGIBLE LEAs under this NGO
(Title I LEAs with 100% of their schools receiving Title I funds and having schoolwide status
(as approved by the NJDOE))

Pleasantville
Garfield
Mount Holly Township
Willingboro Township
Camden County Vocational School District
Clementon Borough
Gloucester City
Woodbine
Bridgeton
Commercial Township
Millville
Vineland City
City of Orange Township
Paulsboro
Woodbury
Guttenberg
Harrison
Union City
New Brunswick
Perth Amboy
Asbury Park
Freehold Borough
Essex County Vocational School District

Long Branch
Dover Town
Lakewood Township
Salem City
Foundation Academy Charter School
Pride Academy Charter School
Camden's Pride Charter School
Camden Academy Charter High School
Camden's Promise Charter School
Central Jersey Arts Charter School
Freedom Academy Charter School
DUE Season Charter School
East Orange Community Charter School
Jersey City Community Charter School
Jersey City Golden Door Charter School
Lady Liberty Academy Charter School
LEAP Academy Charter School
North Star Academy Charter School
TEAM Academy Charter School
Paterson Charter School for Science and Technology
Schomburg Charter School
Village Charter School
Red Bank Boro

APPENDIX E
INELIGIBLE LEAs under this NGO
(EE4NJ Cohort 1 LEAs)

Woodstown-Pilesgrove Regional
Ocean City
West Deptford Township
Pemberton Township
Bergenfield
Alexandria Township
Elizabeth
Secaucus
Red Bank Borough
Monroe Township

APPENDIX F
Project-Specific Statement of Assurances
Excellent Educators for New Jersey (EE4NJ) Grant Program
This two-page form must be completed and submitted with the application

As the Chief School Administrator, I attest to the following:

- The district has a commitment from key stakeholder groups (superintendent, central office administrators, school administrators conducting evaluations, teachers and the local school board) to support the pilot program in SY2012-2013.
- The district has viable curricula in all content areas and is transitioning to the Common Core State Standards and the 2009 New Jersey Core Curriculum Content Standards, in accordance with the state timeline (<http://www.nj.gov/education/cccs/timeline.htm>) and professional development opportunities are ongoing to support educators in understanding, implementing and assessing the standards.
- The district and the schools have developed or will develop collaborative professional learning structures focused on improved student learning outcomes.
- The district will be a full participant, and will fully participate, in the EE4NJ pilot project.
- The district will use a teacher practice evaluation instrument that meets all criteria, as defined in this NGO.
- The teacher practice evaluation instrument training and evaluation procedures will be implemented according to the requirements set forth in this NGO.
- In districts with 600 or fewer teachers (including participating nonpublic schools and teachers), the district's involvement in the EE4NJ Pilot Project will involve all teachers in the district (as well as teachers of Title I students in the participating nonpublic schools), including full-time and part-time teachers.
- In districts with more than 600 teachers (including participating nonpublic schools and teachers) the district's involvement in the EE4NJ Pilot Project will involve all teachers in the designated pilot schools (as well as teachers of Title I students in the participating nonpublic schools), including full-time and part-time teachers.
- The district will create and support a district-level stakeholder advisory committee to oversee and guide the implementation of the teacher effectiveness evaluation system during the pilot period.
- The district will provide all resources necessary to implement the grant project according to specifications in the NGO, including allocation of the necessary time for training of evaluators and teachers, and the time for the full implementation of the observation protocol during the grant project.
- The district will supply to the New Jersey Department of Education and/or its external researcher all necessary data, artifacts, and other feedback upon request.

- The district agrees to provide roster data (lists of teachers and their students by course) for tested grades and subjects to the NJDOE from SY 09/10, SY 10/11 and SY 11/12 so it can generate growth scores and conduct analyses.
- The district agrees to develop assessments or other means of evaluating student learning, such as student learning objectives, and then to test them in the classroom.
- The district liaison(s) will meet with NJDOE staff a minimum of four times throughout the course of the pilot period to discuss implementation, successes, obstacles and resources.
- The district will collect teacher practice evaluation data as specified by NJDOE so it can be electronically stored, analyzed and reported.
- The district will cooperate fully with NJDOE staff and their contracted researchers.
- The district will conduct meaningful and timely consultation(s) with nonpublic schools and provide opportunities for their full participation in the pilot program.

(Signature)

(CSA name and title)

(Date)

APPENDIX G

Definitions and Explanations

The following definitions and explanations are provided in this appendix:

- Evaluation System
- Evidence-Supported Teaching Practice Evaluation Instrument
- External observer
- InTASC Model Core Teaching Standards
- Inter-observer agreement
- Inter-rater agreement
- Observer
- Reliability
- Research-Based Teaching Practice Evaluation Instrument
- Score Drift (Observer Effects)
- Student Growth Percentiles
- Student Learning Objectives (SLO)
- Summative Rating
- Teaching Practice Evaluation Framework
 - Observation rubric
 - Instrument
 - Exemplars
 - Observer training
 - Certification/Proof of Mastery
 - Calibration
 - Data Capture
- Trend agreement
- Types of Scoring and Quality Control
- Unbiased scoring
- Validity

Evaluation System

The complete teacher evaluation system is the sum of all elements contributing to the final summative rating. It includes the teacher practice evaluation framework and all its components, training for all participants, the observation processes, all documents and data from both the teacher and students, data collection procedures, data management systems, analysis procedures and outputs, student assessments and scores, surveys, and any other artifacts, procedures, data, and tools used in implementing the steps to arrive at the final summative rating for a teacher.

External Observer

An external observer must be appropriately **trained as an observer and is not now working in the school of the teacher he/she is observing**. An external observer must be trained and either certified or have demonstrated proof of mastery in the teacher observation instrument adopted by the district, and held to all scoring quality monitoring standards.

InTASC Model Core Teaching Standards

The 2011 InTASC Model Core Teaching Standards, finalized in May 2011, outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. The InTASC Model Core Teaching Standards were developed in response to the need for a new vision of teaching to meet the needs of next generation learners. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. They are a revision of the 1992 model standards which New Jersey adapted in 2003 as the New Jersey Professional Teaching Standards. At the current time, the 2011 InTASC Model Core Teaching Standards are in the process of being adopted for the purposes of approving pre-service, mentoring and induction programs, decision-making on professional development, and alignment to teacher evaluation.

Excellent Educators for New Jersey (EE4NJ) pilot district must use the 2011 InTASC Model Core Teaching Standards as the basis on which teachers' practice (inputs) will be evaluated. The 2011 standards can be accessed at: [http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)

Inter-rater Agreement

One aspect considered in the determination of whether scores from a measure of teaching effectiveness can be considered "reliable" is whether or not the scores from a classroom observation session demonstrate inter-rater agreement (sometime referred to as "inter-rater reliability", although the measures used to assess this are agreement, not reliability, statistics). Inter-observer agreement is what it sounds like: whether two observers using the same measure to evaluate the same teacher produce the same results. There are some important caveats and conditions when measuring levels of agreement.

- Observers can agree by chance, especially if using rating scales with few (intended or effective) score points. There are measures of agreement corrected for chance, such as **kappa**, that help provide a more accurate assessment of what the observers are contributing over and above chance agreement, and *these should be used in preference over raw agreement*.
- Observers can be wrong and agree with each other. Agreement alone does not assure accuracy of scoring—just consistency.
- Observers can agree due to collusion, knowledge of the population score distribution margins, a tendency among observers to over- and under-award certain score points on the scale, or other undesirable methods.

Aspects of Scoring Quality

There are different aspects of scoring quality that are worth defining:

- **Accuracy** is consistency with master coders—whether the observer assigns the "correct" score to the performance. "Correct" scores must be obtained through a judgment process, most preferably with experts who complete a master-coding process and reach consensus on the final score, evidence, connection with the rubric and score level, and rationale. This aspect is particularly important for observers who may see a **limited range of practice** (in *any* part of the scale) in their observations. This can lead to "relative scoring" wherein the observed practice scores are spread artificially by the observer to encompass the full score range of the instrument. Observers in such circumstances should be exposed frequently to examples at all levels of practice to reset their scoring to the observation instrument standards.
- **Inter-observer agreement** is consistency with other observers —whether two observers completing independent ratings of the same performance agree on the score(s) that they assigned (i.e., two observers using the same measure to evaluate the same teacher produce the same results). This agreement can be exact (no difference in scores), adjacent (usually defined as within one score category of each other's scores), or discrepant (usually defined as more than one score category apart). In high-stakes situations, it may be necessary to resolve differences in observer scores that are discrepant or even adjacent.

- **Trend agreement** is consistency over time—whether observers assign the same score to the same performance when scored on occasions separated in time.
- **Unbiased scoring** is consistency across candidates —whether observers ignore aspects of the performance, teacher, students, teaching style, specific content, setting, or any other facets that are irrelevant to the instrument. Observers improperly influenced in their scoring by such factors should be retrained and recalibrated or removed from scoring.

Types of Scoring and Quality Control

- **Calibration** is a process by which the regular practice of an observer’s scoring is monitored and it is verified that the observer is still scoring accurately and consistently according to the standards and definitions of the instrument. It is intended to verify the skills and rubric use of an observer already trained and certified/demonstrated proof of mastery.
- **Certification** is a scoring skills assessment completed at the end of training to verify that an observer has learned to apply the rubric accurately. Certification typically is a relatively extensive assessment of skills and should encompass scoring teaching performance (typically using videos) across the entire score range on all aspects of the rubric so that observers are able to identify what teaching looks like across the scoring continuum.
- **Double-scoring** occurs when two (or more) observers assign scores to a performance independently of each other. This can be done by having two observers in the same classroom session (**simultaneous** double scoring) or through the use of video capture (**asynchronous** double scoring, as one or both observers may view the session after it has occurred). If the pair of raters in a double-scoring consists of one “typical” observer and one expert or master observer, the double-scoring may be referred to as **back-scoring**.
- **Single-scoring** occurs when a single observer assigns scores to a teaching performance. This term is used to distinguish this model from double-scored or back-scored sessions.

Observer

Observers must be trained on the observation instrument as an observer and either certified or have demonstrated proof of mastery in the teaching observation instrument adopted by the district, and held to all scoring quality monitoring standards.

Reliability

In classical test theory, the reliability of a measure is the **upper bound** on its validity; an instrument or score can be no more valid than it is reliable. **Reliability** refers to the degree to which an instrument measures something consistently. This measurement property of an instrument must be evaluated across different observers and contexts.

Score Drift (Observer Effects)

Score drift occurs when the scores assigned by an observer to the group of teachers s/he observes move away from the standard set on the observation rubric. Drift can be positive (scores are more lenient than intended by the instrument) or negative (scores are more stringent than intended by the rubric). Other types of score drift include *scale compression*, when an observer inappropriately uses only part of the scale to assign scores to observations that encompass the entire range of performance, and *scale expansion*, when an observer inappropriately uses the full range of scores on the scale to assign scores to observations occurring in a narrower range of performance. Observers can become more variable (expand their scale) or less variable (compress their scale) over time, even if the range of observed performance remains constant. Observers should be **calibrated** on a regular basis to ensure

that score drift is not occurring. Similarly, quality control measures described above, such as **double scoring**, should also be done on a regular basis to determine if observers' scoring need to be calibrated.

Student Learning Objectives (SLO)

A student learning objective is a standards-based statement in specific and measurable terms that describes what learners will know or be able to do as a result of mastering the skills and knowledge in the curriculum. Teachers assess students at the beginning of the year and set objectives, and then assess again at the end of the year (pre- and post-testing). The principal or a designee works with teachers to approve the SLO and determine success.

Student Growth Percentiles

For K-12 education in New Jersey, the phrase “growth model” describes a method of measuring individual student progress on statewide assessments (the NJASK) by tracking student scores from one year to the next. Each student with at least two consecutive years of NJASK scores will receive a *student growth percentile*, which measures how much the student changed relative to other students statewide with similar scores in previous years. Student growth percentiles range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth. All students, no matter the scores they earned on past NJASK tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8.

Summative Rating

The final annual rating for every teacher, resulting in 1 of the 4 following category assignments: highly effective, effective, partially effective, or ineffective. The summative rating will combine all of the relevant data in a structured way to determine the summative rating.

Teaching Practice Evaluation Framework

A comprehensive structure consisting of several parts that, when used in concert, permit a reliable classification of teaching practice for the purpose of drawing valid and defensible inferences about teaching practice and teacher effectiveness. Key components of a teaching practice evaluation system include:

- **Observation rubric**—the actual form used to classify teaching practice into differentiated aspects and performance levels; typically this consists of several scales (e.g., domains, dimensions, components, indicators) and a set of score levels applied within each scale to classify performance. The score levels may be described either with numbers (e.g., 1-4) or labels (e.g., Basic, Proficient, Advanced).
- **Instrument**—the rubric and accompanying definitions and/or descriptions of the scales and score levels; may also include more detailed representations such as indicators or examples.
- A set of **exemplars**—concrete and detailed descriptions or examples used to ground the text descriptions of rubric content in actual concrete performance. The preferred format for exemplar materials is video capture of actual teaching practice.
- **Observer training**—the process by which candidate observers learn about the instrument, as well as how to apply accurately and consistently the scales and score levels of the rubric to content that is as similar as possible to that seen in practice.
- **Certification/Proof of Mastery**—a set of requirements or assessments used upon completing training to determine whether a trainee observer has achieved mastery of the content of the training as well as accuracy and consistency in using the rubric as applied to practice.
- **Calibration**—a process by which the regular practice of a certified observer's scoring is monitored and it is verified that the observer is still scoring accurately and consistently according to the standards and definitions of the instrument.
- **Data capture**—a process by which the data supporting claims associated with the system, such as those related to observer mastery of a rubric, success in calibration, or observation scores and evidence, are captured and stored in a format that can be accessed and used.

Teaching Practice Evaluation Instruments

Research-based Teaching Practice Evaluation Instrument

The definition of a research-based teacher practice evaluation instrument is as follows:

Research-based implies that studies have been completed using the current form of the instrument that demonstrate the application of rigorous, systematic, and objective procedures to obtain reliable and valid results. These results should be published in a format where they have been subject to **professional peer review** (and preferably blind review). It is desirable that some proportion of the studies available on the instrument be completed by researchers **not affiliated** with the instrument developer(s), their graduate students, their colleagues and corporations, and/or their home universities or institutions. Research relevant to use of the instrument in an evaluation system, if available, will be advantageous in consideration of an instrument for use in this pilot.

Recognizing the rapidly-developing area of teaching practice instruments, and the timelines that are required to complete and publish research studies of the type described above, NJDOE is adopting an alternative standard for instruments for this pilot, described below.

Evidence-supported Teaching Practice Evaluation Instrument

Characteristics of an acceptable instrument for this pilot include (please note this language may be lifted verbatim in districts' provider specifications when soliciting proposals from the providers):

- The instrument must provide **scales or dimensions** that capture multiple and varied aspects of teaching performance covering the 2011 InTASC Model Core Teaching Standards. This should be attested by knowledgeable practitioners or experts in the content **prior to** use in observation of a teacher's practice.
- The instrument is capable of **differentiating a range of teaching performance** as described by the score scales. This must be shown in practice and/or research studies prior to use in observation of a teacher's practice. Examples of data that would support this point might include frequency distributions of scores assigned to teachers in observations in a prior use or pilot study, or a set of feedback provided to teachers showing the range of diagnosis given and guidance or recommendations offered.
- The instrument must provide **training** that is sufficient to result in observers who are **accurate** and **consistent** in applying the instrument. This must have been demonstrated in practice and/or research studies prior to use in observation of a teacher's practice.
- The instrument must be **objectively validated** on the following aspects:
 - ✓ **Construct validity** (the instrument measures what it is intended to measure) must be established; the process used must be described and the expertise of the construct validators must be provided to NJDOE.
 - ✓ **Concurrent validity** with some measure of student achievement and/or student growth on an academic assessment (i.e., higher observed instructional quality as measured by the instrument is related to higher student learning achievement or gains). This can be shown with data from research studies or other client uses for existing instruments.
- **Other validity evidence** (e.g., predictive, discriminant, convergent, content, criterion) will be considered if provided.

Validity

In assessment and psychometrics, **validity** generally is defined as the degree to which the evidence and theory support the interpretations of, proposed use for, or decisions to be made using scores. Instruments and scores cannot be valid in and of themselves; an instrument or assessment must be **validated for particular purposes**

(Kane, 2006; Messick, 1989). For the use of a measure of teaching effectiveness to be valid, evidence must support the argument that the measure actually assesses the dimension of teaching effectiveness it claims to measure and not something else, as well as that the aspect of teaching effectiveness measured is related to the decision or interpretation being made. In the specific context of using teaching observation as the (partial or complete) basis for a set of summative teacher evaluation scores, **validity** can be defined as the extent to which teaching observation results are related to student outcomes. *See MET Project, Policy and Practice Brief; Gathering Feedback for Teaching, p.5; NCCTQ Practical Guide p.23-24.*

APPENDIX H

Functional Requirements for Observation Instruments and Teaching Observation Procedures

Functional Requirements for Observation Instruments

The selection of a teaching observation instrument for use in EE4NJ Cohort 2 is left to the selected districts. However, in order to be considered appropriate for use, there are a set of functional requirements that NJDOE specifies that all teaching observation instruments must meet. These must be disclosed to NJDOE as part of the district's documentation.

- A **copy** of the teaching observation instrument must be provided to NJDOE prior to first operational observation.
- **Data** that support the **differentiation of a range of teaching performance** as described by the score scales must be provided, from practice and/or research studies. Examples of data that would support this point might include frequency distributions of scores assigned to teachers in observations in a prior use or pilot study, or a set of feedback provided to teachers showing the range of diagnosis given and guidance or recommendations offered.
- The **dates** and **times of face-to-face training** or **URL links** and any necessary usernames and passwords to **online training** must be provided. For face-to-face training sessions, the district must provide a statement acknowledging that the NJDOE may send an **observer** to any or all training sessions at its discretion; for online training, the NJDOE must be able to **access** all aspects of the training just as any other trainee observer.
- The instrument must provide **resources** that exemplify a range of score levels (**benchmarks**) and these resources must be continuously available to observers; more than one benchmark for each score level is desirable, and it is preferable that the benchmarks illustrate a wide variety of approaches that are awarded the same score level. It is preferable that the instrument provide examples illustrating teaching performance at each of the cut points between score levels as well (**rangefinders**). The preferred format for such resources is **video capture of real classroom teaching** and the preferred storage and access format is a **secure online site** accessible at any time from a remote computer. **Access** to these exemplar materials must be provided to NJDOE, and NJDOE must be able to access all aspects of the materials just as any other observer.

The instrument must provide at least one **skills assessment** or **mastery determination** sufficient to assure that observers are scoring at acceptably high levels of *accuracy and consistency* with expert judgment, or to be **certified** as observers on the instrument once training is complete. If a mastery determination or certification assessment is paper-and-pencil, a **copy** of each assessment form should be provided to NJDOE on request. If a mastery determination or certification assessment is online, the district should provide the **URL link** and allow NJDOE access to the assessments on request. The **determination of successful mastery or certification** (information like an attendance requirement, the passing standard set for achieving mastery or certification on a test, and/or the number of attempts permitted at mastery determination or certification before an observer is disqualified) should be available to NJDOE on request.

Features of a **certification process** that **are desirable but not mandated** include:

- Certification assessments that display the **full range of teaching performance** in order to evaluate observer accuracy across the scale of the instrument
- **More than one example** of each level of performance should occur on a certification assessment so that the observer cannot complete the test by guessing and elimination

- At least two distinct forms of the certification assessment to permit **multiple attempts at certification** for each observer. The forms should be **replaced** on a schedule constructed with respect to the overall volume of users to **control exposure and unauthorized item access** issues.
- The skills assessment should be administered in a format consistent with **secure administration** procedures typical of high-stakes assessments.

Observers must be **calibrated** at least once per school semester. Features of a calibration process that are **desirable but not mandated** include:

- It is preferable that calibration assessments should display a **wide range of teaching performance** in order to evaluate observer accuracy across the scale of the instrument.
- There should be at least two distinct forms of the calibration to permit **multiple attempts at calibration** for each observer.
- If all observers are not calibrated at approximately the same time, then **additional forms** of the calibration assessment should be provided, in order to avoid the possibility of item exposure and/or collusion
- The determination of **successful calibration** (things like attendance requirement, the passing standard set for calibration and the number of attempts permitted at calibration before an observer is disqualified) must be disclosed to NJDOE as part of the district's documentation related to the assessment.
- The process for dealing with an observer **disqualified at calibration** must be disclosed to NJDOE as part of the district's documentation. Such a process might include steps such as re-training a disqualified observer, recertifying a disqualified observer, reviewing and/or eliminating data from a disqualified observer's prior observations, or requiring full **double-scoring** or increased rates of double-scoring with the disqualified observer for some time period.

Functional Requirements for Observation Procedures

In addition to the requirements on observation instruments, there are aspects of the observation procedures implemented in each district for which NJDOE has set requirements. These include:

- Some portion of the observations must be **independently double-scored**, to allow for calculation of measures of **inter-observer agreement**. These double-scored classroom sessions may be completed live or via video capture; the format of the double-scoring must be provided to NJDOE.
- In a double-scored classroom session, each observer must record evidence, assign scores, and develop feedback on the session independently; the observers may not consult each other on observations, records, and output, but will create their own observation record and materials without collaboration or discussion with the other observer in the same classroom session.
- It is recommended that observers sit apart from each other during a double-scored classroom session. This will facilitate the independence of their records and maximize the evidence observed.
- After completing the independent observation records and materials, the observers participating in a double-scored observation may compare the results. If the observers disagree to the extent that resolution is required and the district has a resolution process in place, the resolution process will be initiated at this point.
- Regardless of agreement, reconciliation process, or other circumstances, all original and reconciled observation evidence, materials, records, and scores will be retained; it is not acceptable to delete or eliminate the individual observer materials

Analysis of Inter-Rater Agreement

NOTE: Participating districts will be required to submit data so that the analyses described here can be computed by NJDOE. Districts are **not** required to complete these analyses themselves. The following is provided as information only.

Measures of **exact** (with no difference in category or score assigned) and **adjacent** (within one category or score level) agreement should be provided to NJDOE, as well as the number and proportion of **discrepant** (more than one category or score level) scores assigned. While there are not hard-and-fast rules around expected levels of agreement on observation rubrics for complex performances such as classroom teaching sessions, the table below outlines expected levels of agreement for scales of different numbers of levels:

| Number of levels | Exact agreement at least: | Adjacent agreement (prior to resolution) at least: | Discrepant agreement (prior to resolution) <u>no more than</u> : |
|------------------|---------------------------|--|--|
| 3-4 | 55% | 90% | 10% |
| 5-6 | 45% | 85% | 15% |
| 7 or more | 35% | 80% | 20% |

If disagreed (discrepant, adjacent, or both) double-scores are **resolved** by the district (e.g. some consensus process is used to agree upon a single score to be assigned to the observed classroom session), the resolution process must be documented and the documentation provided to NJDOE. If disagreed double-scores are **not resolved**, then the decision process about how the final score for an observation is assigned (averaging, use of the initial score, etc.) must be documented and the documentation provided to NJDOE. Note that discarding data from disagreed double-scored sessions will not be considered an acceptable resolution process.

- In addition to the raw agreement values, a measure of inter-observer agreement that has been **corrected for chance agreement** will be used; NJDOE will calculate **unweighted kappa** for this purpose. There is not universal agreement on how to determine if a particular value of kappa is appropriate, as the values are affected by a number of factors, including the number of categories and observers. For classification of kappa values, NJDOE will adopt Landis and Koch's categorization:
 - values < 0 indicate no agreement (observers provide no information above chance agreement)
 - 0–.20 slight agreement
 - .21–.40 fair agreement
 - .41–.60 moderate agreement
 - .61–.80 substantial agreement
 - .81–1 almost perfect agreement
- It is not required, but recommended, that a process by which scores assigned by observers are reviewed and **independently back-scored** by an **expert or master** observer. If this process is followed, the agreement data must be provided to NJDOE as part of the district documentation.

APPENDIX J

Teaching Practice Evaluation Instrument Providers

The following list is provided as a resource for districts. It is a non-exhaustive list of providers of teaching practice evaluation instruments that are known to meet the instrument requirements described herein. ***Inclusion of a provider on this list does not constitute an endorsement of the provider by the New Jersey Department of Education.*** Districts may use an instrument that they developed or contract with any provider that offers a *Research-Based* or *Evidence-Supported* Teaching Practice Evaluation Instrument as long as it meets the criteria set forth in Appendix G.

The Classroom Assessment Scoring System (CLASS)

105 Monticello Avenue, Suite 101

Charlottesville, VA 22902

Office phone: 434.293.3909

Toll free: 866.998.8352

Tech Support: 877.401.8007

Fax: 434.293.4338

<http://www.teachstone.org/about-the-class/>

Charlotte Danielson's Framework for Teaching

Contact: Charlotte Danielson

Danielson Group

Email: charlotte_danielson@hotmail.com

Phone: (609) 921-2366

www.danielsongroup.org

DC IMPACT: The DCPS Effectiveness Assessment System for School-Based Personnel

Contact: DC IMPACT Team

Email: impactdcps@dc.gov

Phone: (202) 719-6553

<http://www.dc.gov/DCPS/impact>

Kim Marshall's Teacher Evaluation Rubrics

Contact: Kim Marshall

Email: kim.marshall48@gmail.com

Fax: 877-538-6549

<http://www.marshallmemo.com/about.php>

Dr. Robert Marzano's Casual Teacher Evaluation Model

Contact: Beth Carr

Learning Sciences International

Email: bcarr@LearningSciences.net

Phone: (717) 818-3973

www.MarzanoEvaluation.com

McREL Teacher Evaluation System (Mid-Continent Research for Education and Learning)

Contact: Tony Davis, Principal Consultant, McREL

Email: tdavis@mcrel.org

Phone: 303-632-5575

Fax: 303-337-3005

<http://www.mcrel.org>

Dr. James Stronge's Model

Stronge and Associates Educational Consulting, LLC

Email: James.stronge@gmail.com

Phone: 757-880-3881

TAP: The System for Teacher and Student Advancement

Contact: National Institute for Excellence in Teaching

Phone: 310-570-4860

Fax: 310-570-4863

<http://www.tapsystem.org/>

APPENDIX K Performance Management Data Providers

The following list is provided as a resource for districts. It is a non-exhaustive list of providers of performance management data systems. *Inclusion of a provider on this list does not constitute an endorsement of the provider by the New Jersey Department of Education.*

Educator Software Solutions (T-Eval) (aligned to Kim Marshall's model)

<http://t-eval.com/>

Formative Learning/ BloomBoard (flexible for any model)

<http://www.formativelearning.com/>

<http://www.bloomboard.com/>

iobservation® (aligned to the Marzano model)

<http://www.iobservation.com/>

McREL (included along with framework)

<http://www.mcrel.org/topics/products/386/>

My Learning Plan® OASYSSM (aligned to the Stronge model)

<http://www.mylearningplan.com/Content/Home/oasys.html>

Teachscape (aligned to the Danielson model)

<http://www.teachscape.com/>

APPENDIX L – Information Only (do not submit)
State assessments for teachers of tested grades and subjects (Grades 4-8, LAL and Math)

35% -45% of the teacher evaluation system for teachers of tested grades and subjects must be based on student growth percentiles from state assessments, calculated by NJDOE. This matrix lists the state assessments that must be used for the 2012-2013 EE4NJ pilot period.

| Tested Grades | Tested Subject | Tested Subject | Type of Measurement |
|---------------|---------------------------|----------------|--|
| Grade 4 | Language Arts Literacy | Math | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Grade 5 | Language Arts Literacy | Math | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Grade 6 | Language Arts Literacy | Math | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Grade 7 | Language Arts Literacy | Math | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Grade 8 | Language Arts Literacy | Math | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |

In addition to the 35%-45% of the teacher evaluation system calculated using state assessments as outlined above, LEAs are required to select *school-wide performance measures*, representing 5%-10% of the teacher evaluation system. They also have the option to include additional performance measures representing 0%-10% of the teacher evaluation system. The following pages will allow you to indicate which school-wide performance measures you plan to implement, as well as any optional performance measures you plan to implement.

APPENDIX M

Chart of possible assessments for LEA consideration for

Teachers of Non-Tested Grades and Subjects (all teachers except teachers of LA and Math in grades 4-8)

For teachers of non-tested grades and subjects³, student performance will account for 15%-50% of the evaluation, and will include:

- performance based assessments that are comparable within subject areas and grades in the district or school (see Appendix M), accounting for 10%-45% of the teacher's evaluation
- a school-wide measure (see Appendix N), accounting for 5%-10%

Please use this matrix to plot the assessments you propose to use, that will account for 10% - 45% of the teacher's evaluation. The Center for Educator Compensation Research has conducted a census of assessments being provided by all US states and selected districts. Additional assessments pilots may want to use can be found here:
<http://www.assessmentsurvey.wceruw.org/map.aspx>

| Grade Bands | Planned Assessments | In which grades and subjects will this assessment be used? | Does the assessment measure mastery or growth? | |
|-------------------|--|--|--|--|
| Grades K-2 | District-Developed Benchmark Assessments | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> | |
| | Performance-based assessments | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> | |
| | District Developed End of Course Exam | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> | |
| | Student Learning Objectives | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> | |
| | Progress monitoring evaluations for special education students | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> | |
| | NON-COMPREHENSIVE LIST OF OTHER POSSIBLE ASSESSMENTS TO CONSIDER FOR GRADES K-2 | | | |
| | Terra Nova CTB/McGraw-Hill Designed for use in grades K-12 ELA, Math, Science, Social Studies | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> | |
| | i-Ready Diagnostic Assessment Curriculum Associates Designed for grades K-8 ELA, Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> | |

³ Note: Student Growth Percentile (SGP) scores cannot be computed for all teachers because not all subjects and grades have statewide assessments. Therefore, LEAs must select or develop measures of performance capable of generating growth or mastery scores for all other teachers.

**Grades K-2
continued**

| | | |
|--|--|--|
| | | |
| Measures of Academic Progress (ELA, Math) Northwest Evaluation Association (NWEA) Designed for use in grades 2-12 for ELA, Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Measures of Academic Progress (Science) Northwest Evaluation Association (NWEA) Designed for use in grades 2-10, Science | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| STAR Early Literacy Enterprise Renaissance Learning, Inc. Designed for grades K-3 Literacy Skills | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| STAR Math Enterprise Renaissance Learning, Inc. Designed for grades K-12 Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| STAR Reading Enterprise Renaissance Learning, Inc. Designed for grades K-8 Reading Skills | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| The Iowa Tests The Riverside Publishing Company Designed for use in grades K-12 ELA, Math, Science, Social Studies, Other | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Performance Series Scantron Corporation Designed for use in grades 2-12 Reading (grades 2-12), Math (grades 2-9), ELA (grades 2-8), life science and inquiry (grades 2-8) | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| List other assessments district plans to use for grades K-2 here: | | |
| | | |
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| | | |
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| | | | |
|--|--|--|--|
| Grades 3-5 | District-Developed Benchmark Assessments | | Mastery <input type="checkbox"/> |
| | | | Growth <input type="checkbox"/> |
| | Performance-based assessments | | Mastery <input type="checkbox"/> |
| | | | Growth <input type="checkbox"/> |
| | District Developed End of Course Exam | | Mastery <input type="checkbox"/> |
| | | Growth <input type="checkbox"/> | |
| Student Learning Objectives | | Mastery <input type="checkbox"/> | |
| | | Growth <input type="checkbox"/> | |
| Progress monitoring evaluations for special education students | | Mastery <input type="checkbox"/> | |
| | | Growth <input type="checkbox"/> | |
| NON-COMPREHENSIVE LIST OF OTHER POSSIBLE ASSESSMENTS TO CONSIDER FOR GRADES 3-5 | | | |
| Grades 3-5 continued | Assessment Center/ip Growth CORE K12 Education Designed for use in grades 3-12; ELA, Math, Science | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | Acuity CTB/McGraw-Hill Designed for grades 3-8 ELA, Math | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | Terra Nova CTB/McGraw-Hill Designed for use in grades K-12 ELA, Math, Science, Social Studies | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | i-Ready Diagnostic Assessment Curriculum Associates Designed for grades K-8 ELA, Math | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | Measures of Academic Progress (ELA, Math) Northwest Evaluation Association (NWEA) Designed for use in grades 2-12, ELA, Math | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | Measures of Academic Progress (Science) Northwest Evaluation Association (NWEA) Designed for use in grades 2-10, Science | | Mastery <input type="checkbox"/> |
| | | | Growth <input checked="" type="checkbox"/> |
| | Performance Based Task Assessment Pearson Designed for use in grades 3-12 ELA, Math, Science, Social Studies | | Mastery <input type="checkbox"/> |
| | | Growth <input checked="" type="checkbox"/> | |
| STAR Early Literacy Enterprise Renaissance Learning, Inc. Designed for grades K-3 Literacy Skills | | Mastery <input type="checkbox"/> | |
| | | Growth <input checked="" type="checkbox"/> | |
| STAR Math Enterprise Renaissance Learning, Inc. Designed for grades K-12 | | Mastery <input type="checkbox"/> | |
| | | Growth <input checked="" type="checkbox"/> | |

| | | | |
|---------------------------------|---|--|--|
| Grades 3-5 continued | Math | | |
| | STAR Reading Enterprise Renaissance Learning, Inc. Designed for grades K-8 Reading Skills | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| | The Iowa Tests The Riverside Publishing Co. Designed for use in grades K-12 ELA, Math, Science, Social Studies, Other | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| | Performance Series Scantron Corporation Designed for use in grades 2-12 Reading (grades 2-12), Math (grades 2-9), ELA (grades 2-8), life science and inquiry (grades 2-8) | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| | List other assessments district plans to use for grades 3-5 here: | | |
| | | | |
| | | | |
| | | | |
| Grades 6-8 | District-Developed Benchmark Assessments | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| | Performance-based assessments | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| | District Developed End of Course Exam | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| | Student Learning Objectives | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| | Progress monitoring evaluations for special education students | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| | NON-COMPREHENSIVE LIST OF OTHER POSSIBLE ASSESSMENTS TO CONSIDER FOR GRADES 6-8 | | |
| | Explore ACT Inc. Designed for grades 8-9 ELA, Math, Science | | Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/> |
| | Assessment Center/ip Growth CORE K12 Education Designed for use in grades 3-12 ELA, Math, Science | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| | Acuity CTB/McGraw-Hill Designed for grades 3-8 ELA, Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |

**Grades 6-8
continued**

| | | |
|--|--|---|
| <p>Terra Nova CTB/McGraw-Hill Designed for use in grades K-12 ELA, Math, Science, Social Studies</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>i-Ready Diagnostic Assessment Curriculum Associates Designed for grades K-8 ELA, Math</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>Measures of Academic Progress (ELA, Math) Northwest Evaluation Association (NWEA) Designed for use in grades 2-12 ELA, Math</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>Measures of Academic Progress (Science) Northwest Evaluation Association (NWEA) Designed for use in grades 2-10 Science</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>Performance Based Task Assessment Pearson Designed for use in grades 3-12 ELA, Math, Science, Social Studies</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>STAR Math Enterprise Renaissance Learning, Inc. Designed for grades K-12 Math</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>STAR Reading Enterprise Renaissance Learning, Inc. Designed for grades K-8 Reading Skills</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>The Iowa Tests The Riverside Publishing Company Designed for use in grades K- 12 ELA, Math, Science, Social Studies, Other</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |
| <p>Performance Series Scantron Corporation Designed for use in grades 2- 12 Reading (grades 2-12), Math (grades 2-9), ELA (grades 2- 8), life science and inquiry (grades 2-8)</p> | | <p>Mastery <input type="checkbox"/></p> <p>Growth <input checked="" type="checkbox"/></p> |

| | | | | |
|---|---|---|---|---------------------------------|
| | RediStep College Board Designed for grade 8 ELA, Math | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> |
| | List other assessments district plans to use for grades 6-8 here: | | | |
| | | | | |
| | | | | |
| | | | | |
| Grades 9-12 | District-Developed Benchmark Assessments | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | Performance-based assessments | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | District Developed End of Course Exam | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | CTE End-of-Program Assessments | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | Student Learning Objectives | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | Progress monitoring evaluations for special education students | | Mastery <input type="checkbox"/> | Growth <input type="checkbox"/> |
| | NON-COMPREHENSIVE LIST OF OTHER POSSIBLE ASSESSMENTS TO CONSIDER FOR GRADES 9-12 | | | |
| | Explore ACT Inc. Designed for grades 8-9 ELA, Math, Science | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> |
| | PLAN ACT Inc. Designed for grade 10 ELA, Math, Science | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> |
| | The ACT ACT Inc. Designed for grades 11-12 ELA, Math, Science | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> |
| | End of Course Assessments ACT Inc. Designed for use in grades 9-12, unless indicated otherwise English Gr. 9, Biology, Integrated Algebra | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> |
| AP Program College Board Designed for use in grades | | Mastery <input checked="" type="checkbox"/> | Growth <input type="checkbox"/> | |

**Grades 9-12
continued**

| | | |
|--|--|--|
| 9-12 ELA, Math, Science, Social Studies, Arts | | |
| PSAT/NMSQT College Board Designed for use in grades 10-11 in ELA and Math | | Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/> |
| SAT College Board Designed for use in grades 11-12, ELA, Math | | Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/> |
| SAT Subject Tests College Board Designed for use in grades 10-12 and other ELA, Math, Science, Social Studies, Foreign Language | | Mastery <input checked="" type="checkbox"/> Growth <input type="checkbox"/> |
| Terra Nova CTB/McGraw-Hill Designed for use in grades K-12 ELA, Math, Science, Social Studies | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Assessment Center/ip Growth CORE K12 Education Designed for use in grades 3-12 ELA, Math, Science | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Measures of Academic Progress (ELA, Math) Northwest Evaluation Association (NWEA) Designed for use in grades 2-12 ELA, Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Measures of Academic Progress (Science) Northwest Evaluation Association (NWEA) Designed for use in grades 2-10 Science | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| Performance Based Task Assessment Pearson Designed for use in grades 3-12 ELA, Math, Science, Social Studies | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| STAR MATH Enterprise Renaissance Learning, Inc. Designed for use in grades K- 12 Math | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| The Iowa Tests The Riverside Publishing | | Mastery <input type="checkbox"/> <input checked="" type="checkbox"/> |

| | | | |
|--|--|--|--|
| | Company Designed for use in grades K-12 ELA, Math, Science, Social Studies, Other | | Growth |
| | Performance Series Scantron Corporation Designed for use in grades 2-12 Reading (grades 2-12), Math (grades 2-9), ELA (grades 2-8), life science and inquiry (grades 2-8) | | Mastery <input type="checkbox"/> Growth <input checked="" type="checkbox"/> |
| | List other assessments district plans to use for grades 9-12 here: | | |
| | | | |
| | | | |

APPENDIX N
Chart depicting school-wide performance measures

A state-approved school-wide performance measure, representing 5% -10%, must be included in the teacher evaluation system. LEAs have the option of also including additional performance measures representing 0%-10% of the teacher evaluation system for teachers of tested grades and subjects (Grades 4-8, LAL and Math).

| Non-Comprehensive List of Possible Choices for School-Wide Performance Measures | Check the box that applies |
|--|-----------------------------------|
| School-wide aggregation of all students' growth on state and / or local assessments | |
| High School Graduation Rate Increase | |
| College matriculation rate increase | |
| Proficiency level increases for an underserved subgroup | |
| Advance-level increases for the school or subgroups | |
| Student attainment level or proficiency increase on nationally normed or supplemental assessments (e.g., Iowa Test of Basic Skills, Stanford 9, International Baccalaureate, APA, SAT, ACT, early childhood) | |
| Others: | |
| | |

In the table above, please indicate your proposed school-wide performance measures, representing 5%- 10% of the teacher evaluation system for teachers (tested and non-tested grades and subjects) for SY 2012-2013.

APPENDIX O

Chart depicting possible choices for an **OPTIONAL** student performance measure for teachers of tested grades and subjects (Grades 4-8, LAL and Math).

Pilot districts have the option of also including additional performance measures representing 0%-10% of the teacher evaluation system for teachers of tested grades and subjects, as appropriate. Please indicate if your district plans to select additional performance measures:

- YES**, we plan to select additional performance measures representing 0% - 10% of our teacher evaluation system for teachers of tested grades and subjects.
- NO**, we do not plan to select additional performance measures representing 0% - 10% of our teacher evaluation system for teachers of tested grades and subjects.

If you responded **YES** above, please indicate your proposed optional performance measure(s), representing 0% - 10% of the teacher evaluation system for teachers of tested grades and subjects:

| Non-Comprehensive List of Possible Choices for OPTIONAL Performance Measures | In which grades and subjects will this assessment be used? | Does the assessment measure mastery or growth? |
|--|--|---|
| Growth or attainment on a nationally normed test (e.g., Iowa Test of Basic Skills) | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| Growth or attainment on supplemental assessments (e.g., Stanford 9) | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| End-of-course tests (e.g., Biology) | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| Student achievement goals, also called "student learning objectives" (e.g., DC IMPACT system, Harrison School District System, Colorado) | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |
| Others: | | Mastery <input type="checkbox"/> Growth <input type="checkbox"/> |

APPENDIX P
District Advisory Committee Members

| | |
|------------------|---------------------------------|
| District: | <i>enter district name here</i> |
|------------------|---------------------------------|

| | |
|------------------------------|----------------------------------|
| Evaluation Framework: | <i>enter framework name here</i> |
|------------------------------|----------------------------------|

| | | | |
|----------------------------------|------------------------|-------------------------|-------------------------------|
| District Liaison to NJDOE | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | | |
|-------------------------------|------------------------|-------------------------|-------------------------------|
| EE4NJ Project Director | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | | |
|-------------------------------|------------------------|-------------------------|-------------------------------|
| Business Administrator | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | | |
|----------------------------------|------------------------|-------------------------|-------------------------------|
| District Data Coordinator | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | | |
|---|------------------------|-------------------------|-------------------------------|
| Additional EE4NJ Project Staff, if any | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | enter name here | enter title here | enter email/phone here |
| | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | | | |
|---|--|------------------------|----------------------------|-------------------------------|
| District Evaluation Pilot Advisory Committee (DEPAC) Members | <u>Name</u> | <u>Job Title</u> | <u>Contact Information</u> | |
| | Appointed Liaison to State EPAC | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Appointed Communications Coordinator | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | School Board representative | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Elementary teacher | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Middle school teacher | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | High school teacher | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Principal | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Superintendent | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Central office representative overseeing evaluations | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Administrator conducting evaluations | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Data coordinator | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Special Education Administrator | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Parent | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |
| | Other | <i>enter name here</i> | <i>enter title here</i> | <i>enter email/phone here</i> |

| | | |
|-------------------------------|---------------------------|---------------------------------|
| DEPAC Meeting Schedule | <u>First Meeting Date</u> | <u>Subsequent Meeting Dates</u> |
| | <i>enter date here</i> | <i>enter date here</i> |
| | | <i>enter date here</i> |

Appendix Q - Information Only (do not submit)
Sample Observation Schedule

The schedule below is provided only to illustrate the ways in which different observation type (single-scored, double-scored, unannounced, external observer, etc.) may be combined. It is **not** intended to represent a reasonable or typical observation schedule; NJDOE does **not** recommend observing teachers in session as close together as shown in this sample. **Observations of the same teacher should be distributed throughout the school year to provide an adequate sample of the teaching practice of the individual.**

For the purpose of this example, we assume that there are two in-school certified observers: Principal A (O-PA) and Asst. Principal B (O-APB). There is also External Observer C (EO-C) working with this school. There are 3 tenured teachers, Teacher D (TD), Teacher E (TE), and Teacher F (TF), and 2 non-tenured teachers, Teacher G (TG) and Teacher H (TH). These teachers are all core teachers. TD, TE, and TF will require 4 observations each; TG and TH 5 observations each. Each teacher requires 1 observation with a pre-conference, as well as 2 unannounced observations. 1 observation must be double-scored, 2 must be completed by the external observer, and 2 must be a minimum of 30 minutes. We assume that in this school, all class periods are 45 minutes.

| Week 1 | Monday | Tuesday | Wednesday <i>(External Observer on site)</i> | Thursday | Friday |
|-----------------|---|--|---|---|--------|
| Period 1 | Observed: TD Observed By: O-PA Length: 15 mins Announced: Y Observed: TH Observed By: O-APB Length: 30 mins Announced: N | | | <i>Postconference:</i> O-PA & TE From Observation on: Tuesday | |
| Period 2 | | Observed: TE Observed By: O-PA Length: 15 mins Announced: N Observed: TF Observed By: O-PA Length: 15 mins Announced: N | Observed: TD Observed By: O-PA & EO-C Length: 45 mins Announced: Y | <i>Postconference:</i> O-PA & TD From Observation on: Monday <i>Postconference:</i> O-APB & TH From Observation on: Monday | |
| Period 3 | | | Observed: TG Observed By: O-APB & EO-C | <i>Postconference:</i> O-PA & TF From | |

| | | | | | |
|-----------------|--|--|---|----------------------------|--|
| | | | Length: 15 mins Announced: N | Observation on: Tuesday | |
| Period 4 | | | Observed: TF Observed By: EO-C Length: 30 mins Announced: N | | |
| Period 5 | | | <i>Pre</i> conference: O-PA, OE-C & TH For Observation on: Monday | | Observed: TE Observed By: O- APB & O-PA Length: 30 mins Announced: Y |
| Period 6 | <i>Pre</i> conference: O-APB & TG For Observation on: Wednesday | | | | <i>Post</i> conference: O-APB & TG From Observation on: Wednesday |

Note that on Wednesday, the observations of Teacher D and Teacher H were double-scored (since both the Principal and the External Observer completed them), unannounced, *and* completed by an external observer. These observations count towards the requirements in all three score type categories. The observation of Teacher D also counts as one of the required observations of least 30 minutes in length—that one classroom observation counts in *four different* score type categories.

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE

SECTION I:

12 RT02 A01
FY NGO# WKL

TITLE OF NGO: Excellent Educators for New Jersey (EE4NJ) Pilot Program Cohort 2A:
Teacher Effectiveness Evaluation System

DIVISION: Educator Effectiveness

OFFICE: Commissioner

SECTION II:

COUNTY: LEA/OTHER: SCHOOL:

COUNTY NAME:

APPLICANT AGENCY

AGENCY ADDRESS

CITY STATE ZIP

AGENCY TELEPHONE NUMBER AGENCY FAX #

SCHOOL NAME

PREVIOUS FUNDING: Agency received funding from the NJ Department of Education within the last two years of submission of this application. YES NO

PROJECT DIRECTOR (Please print or type name):

TELEPHONE NUMBER: FAX#: E-MAIL

BUSINESS MANAGER: PHONE#: E-MAIL

DURATION OF PROJECT: FROM: 07/15/12 TO: 09/30/13

TOTAL AMOUNT OF FUNDS REQUESTED: \$

APPLICATION CERTIFICATION: To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:

- AGENCY TITLE PAGE
SIGNED STATEMENT OF ASSURANCES
BOARD RESOLUTION TO APPLY
APPLICATION NARRATIVE*
BUDGET SUMMARY AND BUDGET DETAIL FORMS*
ORIGINAL AND FOUR COPIES OF THE COMPLETE APPLICATION PACKAGE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR OR EQUIVALENT OFFICER TITLE DATE

(Please print or type name)

*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).

SECTION III:

SEND OR DELIVER APPLICATIONS TO: NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M., ON 04/26/12

NO FACSIMILE SUBMISSION WILL BE ACCEPTED.
NO LATE APPLICATIONS WILL BE ACCEPTED REGARDLESS OF THE DATE POSTMARKED.

NO ADDITIONAL MATERIALS CAN BE SUBMITTED AFTER RECEIPT OF THIS APPLICATION.