

WILLINGBORO PUBLIC SCHOOLS

2021-2022 EVALUATION GUIDE FOR CERTIFIED STAFF



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Introduction

The evaluation of a certified staff member is a systematic procedure for reviewing the performance of the staff member and analyzing the review to provide constructive feedback for the staff member's professional growth. All evaluations are completed by evaluators with the focus on improving the academic, emotional, and social development of Willingboro students. The evaluation process is a collaborative effort to achieve this end.

AchieveNJ relies on multiple measures of performance to evaluate certified staff members. These measures include components of both student achievement and teacher practice. While all New Jersey teachers receive an annual summative evaluation rating, the components used to determine these ratings vary depending on the grades and subjects that educators teach.

1. The Practice Score is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations. Districts have the flexibility to choose from a growing list of state-approved instruments. Tenured teachers have two and non-tenured teachers have three required observations each year. Any teachers who end the school year with an Ineffective or Partially Effective rating will have an additional observation the following year as part of their Corrective Action Plan (CAP). The same requirements apply to teachers of tested and non-tested grades and subjects.
2. The Student Growth Objectives (SGOs) Score is based on academic goals for groups of students that each teacher sets with his or her principal or supervisor at the start of the year. These academic goals should be aligned to standards and measured using high quality assessments of various types including locally-developed tests, performance assessments, and portfolios. High quality SGOs use multiple measures to determine the starting point of the students and are differentiated to be ambitious and achievable for all of the students included. Additionally, SGOs should include a significant proportion of the standards, course work, and students for which a teacher is responsible.
3. Student Growth Percentile (SGP) Score is based on data that represents the growth an individual student makes on the state standardized assessment from one year to the next and considers how that growth compares to gains made by that student's "academic peers" across the state. Academic peers are defined as students with similar academic history in previous years. For an individual teacher, the SGPs for all qualifying students are compiled in an ascending list to identify the median SGP (mSGP). The mSGP is a percentage between one and 99, which will be translated to a 1.0-4.0 scale. Teachers of 4th-8th-grade English Language Arts and 4th-7th-grade Mathematics are eligible to receive an mSGP. **NOT APPLICABLE FOR THE 2021-2022 SCHOOL YEAR**

New Jersey Department of Education (5-17), 1

Research indicates that a structured and systematic evaluation process that is built upon shared values, comprehensive professional development, and a spirit of collaboration between the evaluator and the staff member has the potential to positively impact student achievement. Improving student achievement and ensuring that Willingboro students have the necessary skills to become 21st Century thinkers and learners is our collective goal.

12 Danielson Components 2021-2022

Teachers

Domain 1

- 1b- Demonstrating knowledge of students
- 1c- Setting instructional outcomes
- 1e- Designing coherent instruction

Domain 2

- 2a- Creating an environment of respect and rapport
- 2b- Establishing a culture for learning

Domain 3

- 3a- Communicating with students
- 3b- Using questioning and discussion techniques
- 3c- Engaging students in learning
- 3d- Using assessment in instruction

Domain 4

- 4a- Reflecting on teaching
- 4b- Maintaining accurate records
- 4c- Communicating with families

Instructional Coaches

Domain 1

- 1a Demonstrating knowledge of current trends in specialty area and professional development
- 1b- Demonstrating knowledge of the school's program and levels of teacher skill in delivering the program
- 1c- Establishing goals for the instructional support program appropriate to the setting and the teachers served
- 1e- Planning the instructional support program, integrated with the overall school program

Domain 2

- 2a- Creating an environment of trust and respect
- 2c- Establishing clear procedures for teachers to gain access to the instructional support

Domain 3

- 3a- Collaborating with teachers in the design of instructional units and lessons
- 3b- Engaging teachers in learning new instructional skills
- 3c- Sharing expertise with staff
- 3d- Locating resources for teachers to support instructional development

Domain 4

- 4a- Reflecting on practice
- 4f- Showing professionalism, including integrity and confidentiality

Librarians

Domain 1

1b- Demonstrating knowledge of the school's program and student information needs within that program

1c- Establishing goals for the library/media program appropriate to the setting and the students served

1e- Planning the library/media program integrated with the overall school program

Domain 2

2a- Creating an environment of respect and rapport

2c- Establishing and maintaining library procedures

Domain 3

3a- Maintaining and extending the library collection in accordance with the school's needs and within budget limitations

3b- Collaborating with teachers in the design of instructional units and lessons

3c- Engaging students in enjoying literature and in learning information skills

3d- Assisting students and teachers in the use of technology in the library/media center

Domain 4

4a- Reflecting on practice

4b- Preparing and submitting reports and budgets

4c- Communicating with the larger community

Guidance/SAC/BCBA

Standard 1

1b- Analyzing data

1c- Collaboration

1d- Student outcomes

Standard 2

2a- Student services

2b- Responsive services

2d- Knowledge of students/respect and rapport

2e- Materials/resources

Standard 3

3a- Collaboration

3e- Systemic change

Standard 4

4b- Ethics and professionalism

4c Communication

4e- Accurate and confidential records

Social Workers

Domain 1

1b- Demonstrating knowledge of child and adolescent development and psychopathology

1c- Establishing goals for IEP mandated counseling appropriate to the setting and students served

1d- Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

Domain 2

2a- Establishing rapport with students within the school environment

2d- Establishing standards of conduct during the social assessment

Domain 3

3a- Responding to referrals; consulting with teachers and administrators

3b- Case management

3c- Leadership

3d- Planning interventions to maximize students' likelihood of success

Domain 4

4a- Reflecting on practice

4b- Communicating with families

4c- Maintaining accurate records

Therapists (OT and PT)

Domain 1

1b- Establishing goals for the therapy program appropriate to the setting and students served

1d- Demonstrating knowledge of resources, both within and beyond the school and district

1f- Developing a plan to evaluate the therapy program

Domain 2

2a- Establishing rapport with students

2d- Establishing standards of conduct in the treatment center

Domain 3

3a- Responding to referrals and evaluating student needs

3b- Developing and implementing treatment plans to maximize students' success

3c- Communicating with families

3d- Collecting information; writing reports

Domain 4

4a- Reflecting on practice

4b- Collaborating with teachers and administrators

4c- Maintaining an effective data-management system

Speech Therapists

Domain 1

1b- Establishing goals for the therapy program appropriate to the setting and students served

1d- Demonstrating knowledge of resources, both within and beyond the school and district

1f- Developing a plan to evaluate the therapy program

Domain 2

2a- Establishing rapport with students

2d- Establishing standards of conduct in the treatment center

Domain 3

3a- Responding to referrals and evaluating student needs

3b- Developing and implementing treatment plans to maximize students' success

3c- Communicating with families

3d- Collecting information; writing reports

Domain 4

4a- Reflecting on practice

4b- Collaborating with teachers and administrators

4c- Maintaining an effective data-management system

Psychologists

Domain 1

1b- Demonstrating knowledge of child and adolescent development and psychopathology

1d- Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

1f- Developing a plan to evaluate the psychology program

Domain 2

2a- Establishing rapport with students

2d- Establishing standards of conduct in the testing center

Domain 3

3a- Responding to referrals; consulting with teachers and administrators

3b- Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines

3c- Chairing evaluation team

3d- Planning interventions to maximize students' likelihood of success

Domain 4

4a- Reflecting on practice

4b- Communicating with families

4c- Maintaining accurate records

Learning Disability Teacher

Consultants

Domain 1

1b- Demonstrating knowledge of child and adolescent development in order to establish goals for student programming

1d- Demonstrating knowledge of state and federal regulations and of resources within and beyond the school and district

1e- Planning and integrating the program to meet the needs of individual students, including prevention

Domain 2

2a- Establishing rapport with students

2c- Establishing standards of conduct across settings

Domain 3

3a- Responding to referrals and evaluating student needs in a timely manner

3b- Evaluating student needs in compliance with state and federal guidelines, inclusive of systems

that are educationally relevant and diagnostically sound
 3c-Actively participating on the educational/evaluation teams
 3d- Planning interventions to maximize students' academic and/or behavioral successes

Domain 4

4a- Reflecting on practice
 4b-Maintaining accurate and effective data-management system
 4c-Communicating with parents, staff, and administrators

Nurses

Domain 1

1b- Demonstrating knowledge of child and adolescent development
 1c- Establishing goals for the nursing program appropriate to the setting and the students served
 1e- Planning the nursing program for both individuals and groups of students, integrated with the regular school program

Domain 2

2a- Creating an environment of respect and rapport
 2b- Establishing a culture for health and wellness

Domain 3

3a- Assessing student needs
 3b- Administering medications to students
 3c- Promoting wellness through classes or classroom presentations
 3d- Managing emergency situations

Domain 4

4a- Reflecting on practice
 4b-Maintaining health records in accordance with policy and submitting reports in a timely fashion
 4c-Communicating with families

Formative Evaluations

<u>Teacher Tracks</u>		<u>Min. # of Evaluations</u>	<u>Multiple Observers</u>
Non-Tenured	Years 1-4	3 (2 Unannounced and 1 Announced)	Required
Tenured		2 (1 Unannounced and 1 Announced)	

- All evaluations must have a post-conference.
- All evaluations will be 30 minutes in length.
- A pre-conference is mandatory for all announced evaluations.

- Pre-conferences are conducted no more than 5 school days before the evaluation.
- All staff members must have a minimum of one announced and one unannounced observation during the school year.
- All evaluators must participate in a yearly refresher training following initial training on the evaluation tool, and the Superintendent must certify the training.
- All evaluators must participate in two co-evaluations per year.
- Post-conferences must be completed within 15 school days of the date of the evaluation. The evaluator is permitted to give the staff member the evaluation at the post-conference. However, evaluators will make every effort to give the evaluation to staff members at a minimum of 24 hours before the post-conference.
- Rebuttals must be submitted within 10 school days after the post-conference.
- Teachers who have a Corrective Action Plan (CAP) will receive one additional evaluation.

Compiling the Domain Score

Domain Weights

Domain 1	Domain 2	Domain 3	Domain 4
20%	30%	30%	20%

The scores for all components are added and then divided by the number of components in the Domain.

Example for Domain 1
(using the 3 components with the following scores 3, 3, 2)

Total (8) divided by 3 = 2.66666
Round domain scores to tenth place (e.g. 2.7)

Score for Domain 1:
Numeric Score (2.7) x .20 = 0.54
Round weighted domain score to hundredths place

Scores for Domains 1-4 are added together to determine the overall evaluation score. The overall evaluation score is rounded to the hundredths place.

Determining the Overall Rating

The overall evaluation score determines the rating for the staff member using the following scale:

Ineffective = 1.00 to 1.84

Partially Effective = 1.85 to 2.64

Effective = 2.65 to 3.49

Highly Effective = 3.50 to 4.00

Summative Evaluations

- A staff member who has a summative evaluation that is rated Ineffective or Partially Effective must be placed on a Corrective Action Plan (CAP) by September 15th of the next school year.
- The Professional Development Plan (PDP) for the current school year, the PDP for the next school year, and the Student Growth Objective (SGO) summary sheet must be uploaded to My Learning Plan prior to the summative evaluation conference.

What is needed for a staff member to receive a summative evaluation?

A tenured staff member must have two (2) formative evaluations; a Student Growth Objective (SGO) score, and be present for a minimum of 40% of the school year. Tenured staff members can have a Median Student Growth Percentile (mSGP) score, but it is not mandatory to receive a summative evaluation.

A non-tenured staff member must have three (3) formative evaluations; a SGO score, and be present for a minimum of 40% of the school year. Non-tenured staff members can have a Median Student Growth Percentile (mSGP) score, but it is not mandatory to receive a summative evaluation. As per Achieve NJ, non-tenured staff members can receive a summative rating with two evaluations (rather than 3) if they are present for a minimum of 40% of the school year.

Annual Summative Score

For the 2021-2022 school year, the summative score will be comprised of the following:

Teacher Practice (TP): 85%

SGO: 15%

The mSGP score will not be used in the 2021-2022 school year.

The TP is the average score of all formative evaluations. This term is used for all certified staff.

Staff members who receive a TP and no SGO are ineligible to receive a summative score. The staff member must have two data points.

School Nurses do not receive an SGO. Their evaluation is based solely on their TP.

Steps for Announced Evaluations

1. The evaluator must review the staff member's previous evaluation before beginning the evaluation process. The review should focus on the targeted, specific and measurable recommendations provided by the previous evaluator.

2. The evaluator assigns the Frontline evaluation to the staff member and indicates the date and time of the pre-conference and evaluation (evaluation must occur within 5 days).
3. The staff member must complete the pre-conference template (staff members should be given a minimum of 2 days to complete the pre-conference template). If the staff member does not submit the information within 2 school days, the evaluator can proceed with the evaluation.
4. The evaluator conducts a pre-conference by reviewing the pre-conference information and the lesson plan. The pre-conference must be scheduled for a 45-minute (class) period (the pre-conference can be concluded prior to the 45-minute (class) period if agreed upon by both the evaluator and the staff member). The evaluator reminds the staff member of the evaluation date and time. The lesson plan is reviewed at the pre-conference and a discussion about maintaining accurate records and communicating with families must occur.
5. The evaluation must occur no more than 5 school days after the pre-conference. The preconference must be repeated if the deadline is missed.
6. The evaluator conducts an evaluation (30 minutes) and provides the staff member with access to the Frontline reflection template. The staff member will have two (2) school days to complete the reflection questions and upload artifacts for 4B and 4C. If the evaluator does not receive the reflection responses, he/she must proceed and document failure to submit the responses under Domain 4A.
7. The evaluator completes the evaluation (including attendance) and conducts a post-conference within 15 school days of the date of the evaluation.
8. The evaluation can be given to the staff member at the post-conference. However, as a best practice, staff members should be given a minimum of 24 hours to review the evaluation prior to the post-conference.
9. During the post-conference, the PDP and CAP (if applicable) must be reviewed and discussed. The post-conference must be scheduled for a 45-minute (class) period (the post-conference can be concluded prior to the 45-minute (class) period if agreed upon by both the evaluator and the staff member).
10. A staff member shall be given 10 school days from the date of the post-conference to submit the rebuttal.

Steps for Unannounced Evaluations

1. The evaluator conducts an evaluation (30 minutes) and provides the staff member with access to the Frontline reflection template. The staff member will have two (2) school days to complete the reflection questions and upload artifacts for 4B and 4C. If the evaluator does not receive the reflection responses, he/she must proceed and document failure to submit the responses under Domain 4A.
2. The evaluator completes the evaluation (including attendance) and conducts a post-conference within 15 school days of the date of the evaluation.
3. The evaluation can be given to the staff member at the post-conference. However, as a best practice, staff members should be given a minimum of 24 hours to review the evaluation prior to the post-conference.
4. During the post-conference, the PDP and CAP (if applicable) must be reviewed and discussed. The post-conference must be scheduled for a 45-minute (class) period (the post-conference can be concluded prior to the 45-minute (class) period if agreed upon by both the evaluator and the staff member).
5. A staff member shall be given 10 school days from the date of the post-conference to submit the rebuttal.

Domain One for Teachers

1B: Knowledge of Students

Effective

- A1. The sources of grouping students are identified
- A2. Demonstrates knowledge of strategies that best support learners based on their academic needs.

Highly Effective

- D1. Explains how individuals within groups will be supported
- D2. Teacher explains how students' prior and future learning influences the lesson

1C: Setting Instructional Outcomes

Effective

- A1. Objective is aligned to the standards
- A2. Objective includes condition, behavior, and measure
- A3. Behavior is worded as a learning skill and not an activity
- A4. The measure is quantifiable, linked to the behavior, and linked to an appropriate assessment tool.

Highly Effective

- D1. The real-life relevance of the objective is explained.

1E: Designing Coherent Instruction

Effective

- A1. Learning activities are directly aligned with the listed instructional outcomes
- A2. Learning activities aligned with instructional outcome are suitable for some of the different groups of students in the classroom
- A3. Activities can be completed in the allotted time
- A4. Activities represent significant cognitive challenges based, for example, on Bloom's Taxonomy with noted differentiation for most student differences
- A5. Indication of data used for grouping and specific strategies
- A6. Lesson plan accurately includes all district-mandated components with embedded strategies and formative assessments that are aligned to the objective

Highly Effective

- D1. A reasonable rationale is listed for each activity
- D2. There is differentiation for individual learners
- D3. Student choice has been incorporated
- D4. Connection to other disciplines and real world is indicated
- D5. There is a rationale for the data used to create groups
- D6. Time stamps for each section of the lesson plan are included

D7. There are challenging resources differentiated for individual students

Sources of Evidence for Domain Four (This list is not exhaustive)

4A: Reflecting on Teaching

- The Danielson rubric will determine the rating for 4A.

4B: Maintaining Accurate Records

- Genesis Gradebook aligned to the UGP (end of marking period requirements will be prorated depending on the date of the evaluation)
- Documentation for keeping track of student completion of assignments
- Classroom management plan and procedures
- I&RS & PIRT data (redact names)
- ELA portfolios aligned to District standards
- Data to support small group instruction
- Documentation regarding student accommodations and modifications
- Progress monitoring data
- Data Charts (K)
- Student Attendance/Tardy to Class
- Documentation of Field Trips
- TS Gold Reports (PreK)

4C: Communicating with Families

- Parental Contact Log (academics, behavior, chronic absenteeism)
- Feedback to and from parents (email, letters, notes)
- Back to School Night and Parent Conferences agenda and summary
- Documented communication with parents (newsletters, calendars, emails, instructional resources, etc.)
- Parent questionnaires or surveys and analysis of results
- Data/notes from parent conferences
- Compiled list of relevant resources for parents for supporting their children
- Student contributions to parent/teacher communication (i.e., student's self-analysis of progress in writing)
- Updated class website, blog, Twitter
- Sample contents of weekly work folder
- Syllabus
- Google classroom weekly summary blast
- Monthly classroom calendars (with instructional goals)
- Teacher letter of introduction
- Translated letters to parents
- Record of parent involvement in classroom events, field trips, etc.
- Upcoming projects and assignments
- Project rubrics

- Student progress data

Evaluation Timelines

Evaluation timelines will be listed in the My Learning Plan and on the Evaluation Matrix.

- The additional CAP evaluation will be completed by October 31, 2021
- Round 1 evaluation (all staff) will be completed between October 2021 and December 2021
- Round 2 evaluation (non-tenured staff) will be completed between December 2021 and February 2022
- Round 3 evaluation (non-tenured staff and CAP teachers) will be completed by April 15, 2022
- Round 3 evaluation (tenured staff) will be completed by February 2022 and May 2022
- Summative evaluation (non-tenured staff and CAP teachers) will be completed by May 2022
- Summative evaluation (tenured staff) will be completed by May/June 2022

Corrective Action Plan (CAP)

A Corrective Action Plan must be given to staff members who scored Ineffective or Partially Effective on the Summative Evaluation by September 15th of the following year. The evaluator who completes the summative Evaluation must create the CAP in consultation with the Principal if the principal is not the Summative evaluator. The Summative Evaluation must include a note that a CAP will be created.

The summative evaluator will provide a draft of the CAP to the staff member to solicit input. Although all input from the staff member will be considered, the final development of the CAP rests within the authority of the summative evaluator.

When preparing a CAP, the summative evaluator will watermark it as a "DRAFT." The DRAFT watermark will be removed after the initial meeting with the staff member.

The CAP Shall:

1. Address areas in need of improvement identified in the educator evaluation rubric;
2. Include specific, demonstrable goals for improvement;
3. Include responsibilities of the employee, summative evaluator, and all other applicable district administrators; and
4. Include timelines for meeting the goal(s).

Professional Development Plan

The PDP for the upcoming school year must be submitted with the summative evaluation. For new staff members, the PDP must be developed by September 30th. For new staff members hired after October 1st, the PDP must be developed within 30 school days of employment up until March 1st. A staff member must earn 20 hours of professional development per year.

What counts towards the 20 hours of PD in the Willingboro Public Schools?

The Professional Teaching Standards Board has currently identified the following general categories of professional development:

1. Formal courses, offered on or offline, and conferences (including, but not limited to, workshops, seminars, institutes, and/or such programs) sponsored by colleges and universities, district boards of education, professional associations, training organizations or other entities approved through the local district plan process or as part of the provider registration system. Such activities shall accrue hour-for-hour for professional development credit.
2. Courses, seminars, or other activities which are required for maintenance of licenses or certificates issued by professional organizations or government entities (for example, social workers, and nurses). Such activities shall accrue hour-for-hour for professional development credit. In instances where the same course must be taken twice within the five-year period, please note that the hours will count only once toward fulfilling the professional development requirement.
3. The process of developing curriculum focused on the New Student Learning Standards, including, but not limited to, research, writing, and revision. Such activities shall accrue hour for hour for professional development credit.
4. Activities that support and/or enhance the profession including, but not limited to, grant writing, mentoring a pre-service teacher or a novice teacher, professional service on boards or committees, and teaching a course or workshop.

The following provides the number of hours that can be accrued in various activities that serve the profession:

- a. The total number of hours for service on committees will not exceed ten (10) hours per year of professional development credit, provided that such service is identified in the PDP with the specific goals of the experience outlined therein.
 - b. A mentor will accrue one hour of professional development credit for each week of supervision. There are typically 37 weeks in a school year. The 37 hours must be prorated for Mentors who do not work the full school year.
 - c. In addition to the actual clock hours spent in delivery of the first presentation, presenters or teachers of courses or workshops will accrue professional development hours on the basis of two hours of preparation time for every hour of delivery time. The teaching or presenting of the same or a similar course or workshop will count only once in a five-year cycle.
5. The Willingboro Public Schools will also count the following in the 20-Hour Requirement:
- Professional Development days
 - Staff turnkey sessions (to be granted only if the turnkey is a minimum of one hour and no time will be granted for preparation)
 - Curriculum writing
 - Saturday workshops
 - Summer workshops
 - Afterschool workshops

- Online workshops (after hours)
- Committees that have an instructional focus and meet after school hours ex: A Committee to analyze student writing samples, to review a series of textbooks, etc.
- Mentor for New Teachers
- Professional Learning Community Meetings
- Faculty and Department Meetings

Special Situations

A staff member's request to participate in the following: independent professional studies such as action research, study groups, sabbaticals, fellowships, internships, teacher exchanges, portfolio development, and/or contributions to professional literature, will be considered if the following is met:

- (a) Discuss the projected number of hours, which will accrue in the study with your immediate supervisor and
- (b) Maintain a log of actual hours completed.

How will the district determine the number of hours required for teachers who do not teach for the full school year?

The hourly requirement is prorated depending on individual circumstances. For example, a teacher who works half the year must accrue 10 hours.

Acquiring Tenure

Certified staff members hired after August 12, 2012 receive tenure under the following conditions:

- Employed in the District for four (4) consecutive academic years plus one day at the beginning of the succeeding academic year or the equivalent of more than four academic years within a period of any five years.
- Earn at least two summative evaluations rating of Effective or Highly Effective within the last three years leading to tenure.

Scenario 1	Year 1	Year 2	Year 3	Year 4	Result in Year 5
No Leave or Absence	Participate in District Mentoring Program.	Partially Effective	Effective	Effective	Staff member earns tenure after one day of employment. Note: the staff member must receive Effective or

					Highly Effective in two of the three years (years 2-4)
Scenario 2 Leave in year 3 with two Effective ratings	Year 1	Year 2 Effective	Year 3 Leave from September-April; No Rating	Year 4 Effective	Result in Year 5 Teacher earns tenure later in the year dependent upon the length of the leave

Losing Tenure

The TEACHNJ Act establishes standards for filing an inefficiency tenure charge against a tenured staff member in accordance with the following chart

Year A Rating	Year B (Consecutive) Rating	Action
Ineffective	Ineffective	The superintendent <u>must</u> file a charge of inefficiency.
Partially Effective	Ineffective	The superintendent <u>must</u> file a charge of inefficiency.
Ineffective	Partially Effective	The superintendent <u>may</u> file a charge of inefficiency or may defer the filing until the next year; in the following year (i.e., the third consecutive year), the superintendent must file a charge of inefficiency if that annual rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	The superintendent <u>may</u> file a charge of inefficiency or may defer the filing until the next year; in the following year (i.e., the third consecutive year), the superintendent must file a charge of inefficiency if that annual rating is Ineffective or Partially Effective.

Losing Tenure-Missing Summative Evaluation Rating

The following chart displays how a missing summative evaluation rating could affect a tenured staff member. Summative Ratings 1, 2, and 3 represent three consecutive years during a staff member's tenure:

Year 1 Rating	Year 2 Rating	Year 3 Rating	Potential Action
Ineffective	No rating	Ineffective	The superintendent <u>must</u> file a charge of inefficiency.
Partially Effective	No Rating	Ineffective	The superintendent must file a charge of inefficiency.
Ineffective	No Rating	Partially Effective	The superintendent <u>may</u> file a charge of inefficiency or may deter the filing until the next year; in the following year (i.e., the fourth consecutive year), the superintendent must file a charge of inefficiency if that annual rating is Ineffective or Partially Effective.
Partially Effective	No Rating	Partially Effective	The superintendent <u>may</u> file a charge of inefficiency or may deter the filing until the next year; in the following year (i.e., the fourth consecutive year), the superintendent must file a charge of inefficiency if the annual rating is Ineffective or Partially Effective.