

Teacher Evaluation 2017-2018

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NJ DOE TEACHER EVALUATION

FOUCATION



http://www.state.nj.us/education/AchieveNJ/



OBSERVATION CHANGES

Streamlined Minimum Teacher Observation Requirements

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

 Tenured teachers receiving a conjunctive rating below Applying (Effective) will be able to request a third observation.

TENURED AND NON-TENURED OBSERVATIONS

Domain One Elements: Classroom Strategies and Behaviors

3 to 6 Elements

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Lesson Plan Drives Selection

TENURED OBSERVATIONS

2 Short Observations:

- At Least 20 Minutes
- One Observation is Announced:
 Pre/Post Conference
- One Observation is Unannounced:
 Within Two Week Window (After December 1st)
 Post Conference

NON-TENURED OBSERVATIONS

3 Short Observations:

- At Least 20 Minutes
- Two Observations are announced: Pre/Post Conferences
- One Observation is Unannounced:
 Within Two Week Window (After December 1st)
 Post Conference

Domain Two Elements: Planning and Preparation

- 1 Element
- Lesson Plan Drives Selection
- Evidence Collected and Presented
 During Pre and Post Conferences
- Element will be kept open:
 Recognized Leaders

Domains Three and Four Elements: Reflecting; Collegiality and Professionalism

1 Element per Domain

- Evidence Collected Throughout the Year;
 Presented During Pre & Post Conferences
- Elements kept open: Recognized Leaders
- Finalized in April (NT) or May (T): at Final Post/Summative Conference



PDP AND SGO CHANGES

Aligned Professional Development Plan (PDP) and Student Growth Objective (SGO)

Deadlines:

All Due on October 31, 2017

Additional time provides the opportunity to collect the best and most appropriate information prior to setting goals.

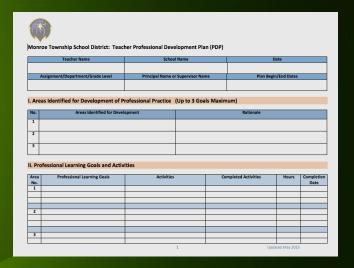


Monroe Professional Development Plan Form and NJ Professional Development Standards Links:

NJ Professional

Development

Standards



The PDP Shall Include Up to Three Goals Maximum PDP Goals: Teacher Created, Administrator Supported

TEACHER PRACTICE RATING

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55% For Tested Grades 85% For Non-Tested Grades and Subjects

Domains	Highly Effective	Effective	Partially Effective	Ineffective
D1, D2, D3, D4	At Least 65% Rated at Highly Effective (Innovative)	At Least 65% Rated at Effective (Applying) or Higher	Less than 65% at Effective (Applying) or Higher and Less than 50% at Ineffective	Greater than or equal to 50% at Levels 1, 0 (Beginning and Not Using)

WEIGHTING OF COMPONENTS

Tested Grades 4-8: ELA

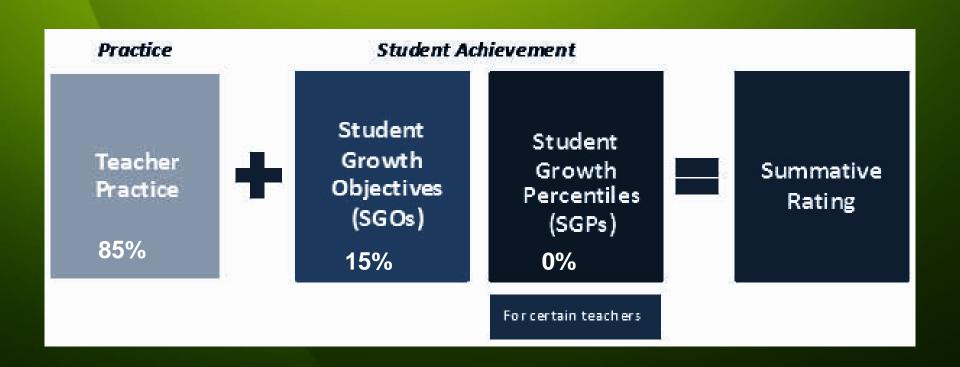
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Tested Grades 4-7: Mathematics

Practice Student Achievement Student Student Growth Teacher Summative Growth Practice Objectives Percentiles Rating (SGOs) (SGPs) 55% 15% 30% For certain teachers

WEIGHTING OF COMPONENTS

Non-Tested Grades and Subjects



- All NON-SGP Certificated Staff Will Set Two Goals –Includes All CST & Related Service Staff
- All SGP Certificated Staff may set one or two goals
- S.M.A.R.T. Goals

- Goals Aligned to Common Core
- Goals May Be Tiered Not Mandated

- Teacher and Data Driven Goals
- Administrator-Supported
- Based on Multiple Measures of Data
- Forms Can be found:
 - iObservation

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— District Home Page: Achievella: Educator Evaluation

Baseline data may include:

- Results from prior year tests/portfolios that assess knowledge and skills that are prerequisites for the current grade/course
- Beginning of year/course diagnostic tests and/or performance tasks/portfolio work
- Prior standardized test scores may be used to establish baseline data but not to set SGOs

BASELINE DATA SOURCES:

Benchmarks, Quarterly Exams

- Research Papers, Labs, Notebooks
- Journals, Writing Samples, Portfolios
- Project-Based Assessments, Presentations
- Skill Demonstration, Persuasive Speech
- Sight Reading, Dramatic Performance

TIMELINE:

- September October 2017: Use multiple measures to determine starting points of student learning
- By October 31, 2017: Set ambitious yet achievable student learning goals; approval from supervisor
- October April/May 2018: Track progress and refine instruction accordingly – Ongoing.
- By February 15, 2018: Make adjustments to SGOs with superintendent's approval
- Review results/SGO scores with your principal or supervisor:
 - Non-Tenured Teachers by April 30, 2018
 - Tenured Teachers by May 31, 2018

For Other Certificated Staff:

• S.M.A.R.T. Goals

- Teacher-Driven and Data-Driven
- Administrator-Supported
- Embedded Within the Daily Work of Staff
- If Working with Students;
 One Must be Student Data-Driven
- Link to Form in iObservation





Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

Lesson Segments Involving Routine Events

Design Question 1

What will I do to establish and communicate learning goals, track student progress, and celebrate success?

- Providing Clear Learning Goals and Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

Design Question 6

What will I do to establish or maintain classroom rules and procedures?

- 4. Establishing Classroom Routines
- Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, Design Question 10: What will I do to develop effective lessons organized into a cohesive unit? is contained in Domain 2: Planning and Preparing.

Lesson Segments Addressing Content

Design Question 2

What will I do to help students effectively interact with new knowledge?

- 6. Identifying Critical Information
- Organizing Students to Interact with New Knowledge
- 8. Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Processing of New Information
- 11. Elaborating on New Information
- 12. Recording and Representing Knowledge
- 13. Reflecting on Learning

Design Question 3

What will I do to help students practice and deepen their understanding of new knowledge?

- 14. Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Examining Similarities and Differences
- 18. Examining Errors in Reasoning
- 19. Practicing Skills, Strategies, and Processes
- 20. Revising Knowledge

Design Question 4

What will I do to help students generate and test hypotheses about knew knowledge?

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- 23. Providing Resources and Guidance

Lesson Segments Enacted on the Spot

Design Question 5

What will I do to engage students?

- 24. Noticing When Students are Not Engaged
- 25. Using Academic Games
- 26. Managing Response Rates
- 27. Using Physical Movement
- 28. Maintaining a Lively Pace
- 29. Demonstrating Intensity and Enthusiasm
- 30. Using Friendly Controversy
- 31. Providing Opportunities for Students to Talk about Themselves
- 32. Presenting Unusual or Intriguing Information

Design Question 7

What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?

- 33. Demonstrating "Withitness"
- Applying Consequences for Lack of Adherence to Rules and Procedures
- 35. Acknowledging Adherence to Rules and Procedures

Design Question 8

What will I do to establish and maintain effective relationships with students?

- 36. Understanding Students' Interests and Background
- Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
- 38. Displaying Objectivity and Control

Design Question 9

What will I do to communicate high expectations for all students?

- 39. Demonstrating Value and Respect for Low Expectancy Students
- 40. Asking Questions of Low Expectancy Students
- 41. Probing Incorrect Answers with Low Expectancy Students



Domain 2: Planning and Preparing

Planning and Preparing

Planning and Preparing for Lessons and Units

- 42. Effective Scaffolding of Information with Lessons
- 43. Lessons within Units
- 44. Attention to Established Content Standards

Planning and Preparing for Use of Resources and Technology

- Use of Available Traditional Resources
- 46. Use of Available Technology

Planning and Preparing for the Needs of English Language Learners

 Needs of English Language Learners

Planning and Preparing for the Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education

Planning and Preparing for the Needs of Students Who Lack Support for Schooling

 Needs of Students Who Lack Support for Schooling

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance

- Identifying Areas of Pedagogical Strength and Weakness
- Evaluating the Effectiveness of Individual Lessons and Units
- Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan

- Developing a Written Growth and Development Plan
- Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment

- Promoting Positive Interactions with Colleagues
- Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies

- Seeking Mentorship for Areas of Need or Interest
- Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development

- Adhering to District and School Rule and Procedures
- Participating in District and School Initiatives