



Union County Educational Services Commission

**AchieveNJ & Staff Evaluation Plan  
Annual Update  
September 12 & 19, 2017**

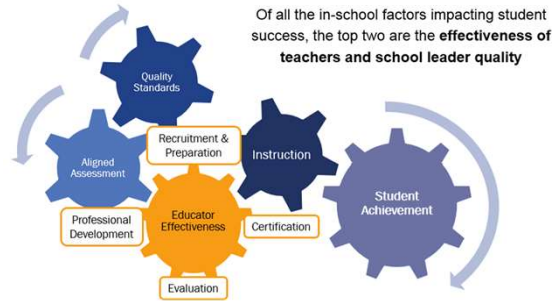


## Workshop Objectives

1. **AchieveNJ Update 2017 - 2018**
2. **District Evaluation Data 2016 – 2017**
3. **District Evaluation Plan 2017 - 2018**
4. **Evaluation Manual and Resources**
5. **Professional Development Plans**
6. **Student Growth Objectives**



## Effective Teachers Make a Significant Difference



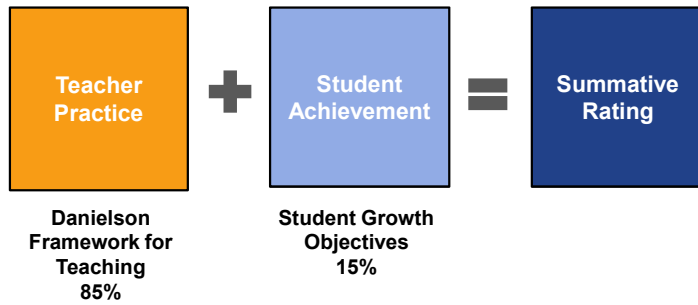
- Teachers have 2 - 3 times the impact on student achievement compared to any other single aspect of education (i.e. programs, services, facilities, leadership).
- The difference between an effective and ineffective teacher can approach 11-months of learning for a student in one year.

## AchieveNJ – Introduction

**AchieveNJ is an improved educator evaluation and support system adopted for implementation throughout New Jersey in 2013-2014.**

1. Educator effectiveness can and should be measured to ensure our students have the best teachers in the classroom.
2. Evaluations should always be based on multiple measures that include both learning outcomes and effective practice.
3. **Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve.**
4. Evaluation and support systems should be developed with significant input from educators.
5. Tenure and other forms of recognition should be based on effectiveness.

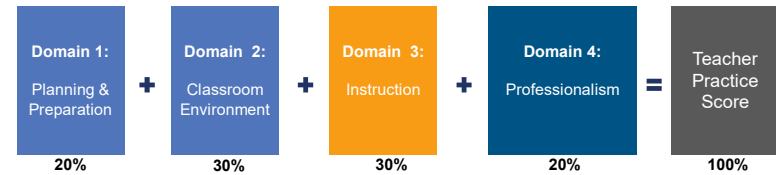
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**UCESC Board-Adopted Teacher Evaluation Instrument:**

**Charlotte Danielson Framework for Teaching (2013)**



$$(3.25 \times 0.20) + (4.0 \times 0.30) + (3.00 \times 0.30) + (2.00 \times 0.20) = 3.15$$



## Teacher Evaluation: Summative Rating

### Example 1: Highly Effective Teacher

Component	Raw Score	Weight	Weighted Score
Teacher Practice	3.60	0.85	3.06
Student Growth Objectives	3.75	0.15	0.56
<b>Sum of the Weighted Scores</b>			<b>3.62</b>

3.62

Ineffective	Partially Effective	Effective	Highly Effective
1.0 Points	1.85 Points	2.65 Points	3.5 Points
			4.0 Points



## AchieveNJ – NJDOE Annual Goals

### How is AchieveNJ Working?

- Expectations for good teaching have been clarified.
- Observation process allows for improved conversations and feedback.
- Multiple measures are being used to improve teacher practice.
- Data reveals positive trends in several areas since AchieveNJ was implemented in 2013 (Teacher Evaluation Ratings, Teacher Retention Rates & Student Achievement Scores).

### How Can We Continue to Grow?

- Improving accuracy of evaluation scores.
- Aligning evaluation results to meaningful professional development plans.
- Leveraging SciPs to provide strong PD and support for novice and veteran teachers.



## UCESC District Results 2016 - 2017

### Data Based on 119 Certified Staff and 242 Observations

**Areas of Strength:**

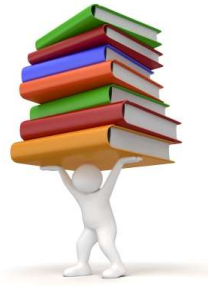
- 2a: Creating an Environment of Respect and Rapport
- 2d: Managing Student Behavior
- 3a: Communicating with Students

**Areas of Growth:**

- 2c: Managing Classroom Procedures
- 3d: Using Assessment in Instruction
- 3b: Using Questioning and Discussion Techniques

**Summative Evaluation Ratings**

- Highly Effective: 47.9% (38% Statewide)
- Effective: 51.3% (60.9% Statewide)
- Partially Effective: 0% (1.0% Statewide)
- Ineffective: 0% (0.1% Statewide)



## UCESC Teaching Staff Evaluation Plan

Teacher Status	Minimum Observations	Observation Format	Pre-Observation Conference	Post-Observation Conference
Non-Tenured	3 x 20 minutes	1 x Announced 2 x Unannounced	1 x Face-to-Face (Observation # 1)	3 x Face-to-Face
Tenured	2 x 20 minutes	1 x Announced 1 x Unannounced	1 x Face-To-Face (Observation # 1)	1 x Face-to-Face 1 x Electronic**

**\*\*Post-Observation Conferences are required when two or more components are scored partially-effective or ineffective OR upon teacher/administrator request.**

**Multiple Observers are required for all non-tenured teachers.**

**All administrators must be trained on the instrument before evaluating educators and must participate in at least two "co-observations" throughout the year.**



## Evaluation Manual and Resources

UCESC Staff Evaluation Manual, Forms and Additional Resources are available for download at:

[http://ucesc.org/for\\_staff/StaffEvaluation](http://ucesc.org/for_staff/StaffEvaluation)

- Evaluation Timelines and Workflows for 2017-18
- Danielson Framework for Teaching Scoring Rubrics
- Student Growth Objective Resources
- MyLearningPlan (OASYS) Procedures

Evaluation and support systems should be developed with significant input from educators.

### School Improvement Panels (SciPs)

Building-based committees formed to provide leadership in the areas of:

1. Professional Development
2. Mentoring
3. Teacher Evaluation

### District Evaluation Advisory Committee (DEAC)

Diverse group of stakeholders to advise district on implementation of AchieveNJ:

1. Coordinate efforts to plan and implement educator evaluation;
2. Maintain open lines of communication and provide a consistent message about evaluation throughout the district;
3. Provide an integrated vision connecting multiple initiatives that districts are implementing; and
4. Provide a coherent professional development plan for the district based on evaluation data.

## DEAC and SciP Members 2017-2018

### Union County Educational Services Commission School Improvement Panels (SciPs) 2017 – 2018

School/Program	Principal/Director	Supervisor	Teacher	Teacher and/or Certified Staff Member
Crossroads School	Reed Leibfried	Melissa McLaughlin	Kristen Fisco Christina Witte	Holly Reuven
Hillcrest Academy – North Campus	John Marquet	David Young	Jessica Machado Carmela Mannino	Tom Van Cleef
Hillcrest Academy – South Campus	Jason Balsamello	David Young	Christopher Barone	Charlene Holden
Lamberts Mill Academy	Jason Jusino	Barbara Farley	Lynn Warmke	
Nonpublic Services	Laura Baker	Marialena Winter	Lisa Hernandez Lauren Koppel	MaryAnn Cahill Janice Curry
Transition Services	Josh Bornstein		Jourdan Spencer	JoAnn Purdy
Westlake School	Claudine Stryker	Robert Peneno	AnnMarie Casey Yoomi Shaw	Aliza Feuerstein



Tenure and other forms of recognition should be based on effectiveness.

### Teacher Tenure Acquisition Timeline

Tenure Granted 

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>Participate in district mentoring and/or provisional teacher program</li> <li>Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition</li> </ul>	<ul style="list-style-type: none"> <li>To earn tenure, a teacher must receive an "effective" or "highly effective rating" on the annual summative rating in at least two of these three years</li> <li>The teacher must also be employed in the district for four years</li> </ul>		



Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve.

Professional Development Plans

- All full-time teachers and certified support staff must complete at least twenty hours of professional development annually and the content of which must be specified in an individual professional development plan (PDP).
- The content of each individual PDP shall be developed by each teacher's supervisor in consultation with the teaching staff member.
- Annual goals should be aligned to the New Jersey Professional Standards for Teachers and Standards for Professional Learning (Available on the UCESC website).
- AchieveNJ regulations require that all individual PDPs must incorporate goals related to:
  - One area derived from the results of observations and evidence in the teacher's annual performance evaluation.
  - Additional areas, as appropriate, aligned to (a) the teacher's role as a member of a collaborative professional learning team and (b) any school or district improvement goals.
  - Any PD requirements stipulated elsewhere in statute or regulation.



## Student Growth Objectives





## SGOs

***SGOs are long-term academic goals for groups of students set by teachers in consultation with their supervisors.***

When functioning at the highest level, SGOs promote:

- ***Reflective*** and ***collaborative*** teaching practices;
- ***Alignment*** among ***standards, instruction, and assessment***; and
- Improvements in ***student learning***.

## Student Growth Objectives

***It is important to remember . . .***

- ***All students can grow***
- ***We all build on small successes***
- ***All children progress at their own rate based on myriad factors***
- ***Celebrating successes, no matter how small, build a firm foundation for future growth***
- ***When students have a goal to work toward, intellectual engagement increases***
- ***This IS the work we do with students, not extra work***

## SGO Process

1. Identify a skill on which your students are expected to exhibit growth during the school year.
2. Design multiple baseline/pre assessments and score with a rubric in order to establish each student's current level of functioning (with the student when possible).
3. Set an ambitious yet achievable growth goal for the student or with the student. Share the goal with the student if it was not developed in concert with him/her.
4. Track the student's progress and (when possible) have the student track their progress on a student growth tracker.
5. Track progress and refine instruction accordingly using your PDP goal.
6. Meet with your supervisor mid-cycle to assess your progress and make any necessary modifications.
7. Review results and discuss score with supervisor.

## Step 1: Select Skill

1. Select a skill that your students will be practicing all year long.
2. Select a skill that your students need in order to succeed in and out of the classroom.
3. Select a skill in which your students have traditionally struggled.
4. Select a skill from the student's IEP (if applicable)
5. Select a skill in which you are seeking to refine your instructional methodology utilizing your PDP goal.

## Step 2: Determine Student Starting Points

### Types of Assessments

- Selected-Response Items
- Constructed-Response Items
- Performance Tasks
- Portfolio Assessments
- Writing and Selecting Assessment Items

## Step 2: Determine Student Starting Points

### **Suggestions for Developing Assessments for Determining Student Starting Points**

1. Give multiple assessments in order to determine student starting point.
2. Utilize a rubric in order to grade student assessments.
3. Consider the time of day and day of the week you are giving the assessments. Vary these for each assessment.
4. Determine student starting point by:
  - a. Taking an average of the assessment scores
  - b. Using the assessment scores as a guide (especially if one seems very high or low)
  - c. When possible, determine starting point with the student
5. Consult with an administrator, mentor, and/or trusted colleague when you have questions

## Step 3: Setting Student Goals



## Step 3: Setting Student Goals

1. SGO goals should be **ambitious** yet **achievable**.
  - a. Where is the student now?
  - b. Based on your knowledge of the student, how much do you think he/she can grow in five months?
2. SGO goals can be modified if needed with administrator approval.
3. SGO goals should be individualized. No two people grow at the same rate.
4. Whenever possible, SGO goals should be set with the student's input
5. Best Practices:
  - Collaborate with your peers and supervisor to enhance SGO value to teachers and students.
  - Use knowledge of the students, standards, and SGO assessment to develop a vision for student mastery of the standards.
  - When setting goals, differentiate targets for students based on their relative starting points.

## Step 3: Setting Student Goals

### Writing an SGO Goal

1. Complete SGO Target Data Form with individual baseline data and target scores.
2. Use the following wording and scoring plan  
At least 75% of students will meet their individual target goal in \_\_\_\_\_ by February 2018.

4: 90-100% of students meet their individual target goal

3: 75-89% of students meet their individual target goal

2: 65-74% of students meet their individual target goal

1: 0-64% of students meet their individual target goal



## Completing the SGO Form

- Standards, Rationale, and Assessment Method
  - Short and to the point
  - List standards
  - 1-3 sentences explaining why you selected this instructional goal
  - 1-3 sentences explaining how students will be assessed throughout the SGO period
- Starting Points and Preparedness Groupings
  - Under most circumstances, each student is a group of his or her own.
  - Use the language: Preparedness Group: 1
  - Information 1-3: List the pre-assessments used in addition to other factors taken into consideration when creating the student target goal.



## Completing the SGO Form

- **Student Growth Objective**
  - By February 2018, at least 75% of students will meet their individual goal in \_\_\_\_\_.
  - Written with numbers for a 3
- **Preparedness**
  - Group/Number of Students in Each Group/Target Score on SGO Assessment
  - Simply write SEE ATTACHED
  - Attach SGO Target Data Form



## Completing the SGO Form

- **Scoring Plan**
  - Preparedness Group: 1
  - Student Target Score: See Attached
  - Teacher SGO Score Based on Percent of Students Achieving Target Score
    - Translate to numbers
    - 4 – 90-100%
    - 3 – 75-89%
    - 2 – 65-74%
    - 1 – 0-64%



## Completing the SGO Form

- **Scoring Plan**
- State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Group 1	See Attached	90-100%	75-89%	65-74%	0-64%

## Step 5: Track Progress and Refine Instruction

### Student Progress Tracker: Teacher

Student Name	Baseline Assessment	Student Goal	Week 1	Week 2	Week 3



## Step 5: Track Progress and Refine Instruction

### Student Progress Tracker: Student

Student Name:

My pre-assessment score was:

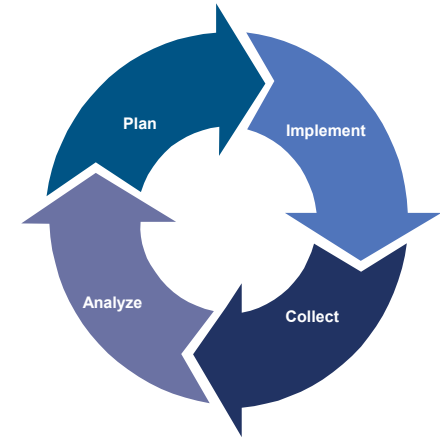
My goal is to score \_\_\_\_\_ on the post-assessment

Week	Score	Strategies for Improvement
1		
2		
3		

## Step 5: Track Progress and Refine Instruction

A process by which teachers...

- **Plan** – Develop curriculum, instruction, and assessments
- **Implement** – Teach
- **Collect** – Gather indicators of student progress
- **Analyze** – Identify trends, patterns, and misconceptions; decide what needs more reinforcement or re-teaching
- **Plan** – Refine the plan based on analysis of the data





## Step 5: Track Progress and Refine Instruction

- **Plan** – Develop curriculum, instruction, and assessments  
**Impeachment of Andrew Johnson**
- **Implement** – Teach  
**Utilize primary and secondary sources**
- **Collect** – Gather indicators of student progress  
**Venn Diagram and writing**
- **Analyze** – Identify trends, patterns, and misconceptions; decide what needs more reinforcement or re-teaching  
**Students struggled to compare treatments of the same topic**
- **Plan** – Incorporate into future lesson plans the revisiting of the skill where it makes sense  
**Provide more practice on comparing treatments of the same topic**



## Step 5: Track Progress and Refine Instruction

**Diagnostic Assessment:** Used to determine students' knowledge and skills before a unit of instruction.

**Formative Assessment:** Used to monitor student learning and adjust ongoing instruction.

**Interim Assessment:** Measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame.

**Summative Assessment:** Measure student mastery of standards at the end of a unit of instruction.

***What place might each purpose of assessment have in the SGO process?***



## Step 5: Track Progress and Refine Instruction

### Link to PDP Goal

1. Your PDP Goal is designed to help you help students.
2. By growing professionally, you refine your instructional practices which help students to grow.
3. Utilizing techniques you learn through your professional development will allow you to try new strategies with students who are not making growth.

## Step 5: Track Progress and Refine Instruction

One or more educators (teachers and/or administrators) together can do the following:

- Weigh in on strategies to support SGO attainment
  - Include instruction, differentiation, assessment, and enrichment.
- Use team meetings to seek help with particular challenges and difficult cases, such as students performing way below grade level, or new strategies for teaching complex content.
- Analyze class assessment data, sharing refined instructional plans with teams for feedback.



## Step 6: Mid-Year Check-In

### Questions to Guide Your Mid-Year SGO Review

- 1) How are your students progressing toward your student growth objectives? How do you know?
- 1) Which students are struggling/exceeding expectations? What are you doing to support them?
- 1) What additional resources do you need to support you as you work to achieve your student growth objectives?
- 1) Are there any student attendance issues substantial enough to affect your student growth objectives?

## Step 7: Collect Final Data

- Give students final assessment(s) in order to determine their final assessment score.
- Calculate number of students who met their target score and record on SGO form.
- Collect information about student learning from the SGO assessment. Consult with your supervisor to share your information, discussing your final score.
- Together, discussed lessons learned from the year and possible steps for setting SGOs moving forward.

## Step 7: Collect Final Data

### Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

The greatest success from this year's SGO occurred while I was tracking progress. During the unit on Progressivism, assessment data showed many of my students having trouble grasping the concepts of laws and their relationship to the benefit of the social welfare of the people. In addition, from the first writing sample throughout much of the year this group struggled with the causal relationship of some laws and events to others ([CCSS.ELA-LITERACY.RH.9-10.3](#)). Because of the data revealing this, I was able to adjust my instruction and content analysis accordingly.



## Collaboration and Student Achievement

*“The powerful **collaboration** that characterizes professional learning communities is a **systematic process** in which **teachers work together to analyze and improve their classroom practice**. Teachers work **in teams**, engaging in an **ongoing cycle of questions** that promote **deep team learning**. This process, in turn, leads to higher levels of student achievement.”*

Richard DuFour , 2004