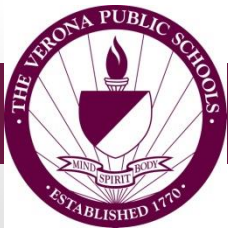


VERONA PUBLIC SCHOOLS

New Staff Orientation

August 27, 2013

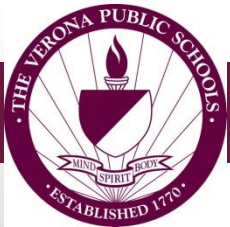
Welcome😊



VERONA PUBLIC SCHOOLS

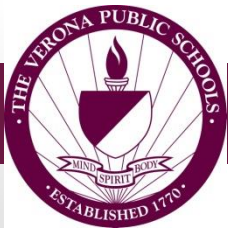
Agenda

- District Goals
- Marzano's Causal Teacher Evaluation (Coaching) Model
- SGO/SGP
- Introduction to Understanding by Design
- Bus Tour
- Genesis/Schoolwires Overview
- Business Office/Mandated Training
- Closing



Verona Public Schools Mission Statement

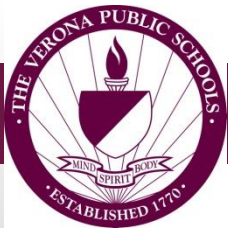
“The mission of the Verona Public Schools, the center of **an engaged and supportive community**, is to **empower students to achieve their potential** as **active learners** and productive citizens through **rigorous curricula and meaningful, enriching experiences.**”



Strategies

In order to support our mission, we will...

1. Secure adequate financial resources,
2. Foster a healthy and respectful school culture consistent with our core values,
3. Partner locally and globally to expand opportunities for our school community,
4. Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments,
5. Provide a meaningful professional development program for all staff, and
6. Provide upgraded, sustainable buildings, grounds and technical infrastructure.



VERONA PUBLIC SCHOOLS

Strategy #4

Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments.

Result #1: Develop student self-assessments that encourage students to be active participants in their learning and provide teachers with feedback to guide future instruction (begin winter '14).

Result #2: Re-evaluate current curriculum and resources to ensure they are aligned to the standards and are meeting the needs of all students (on-going).

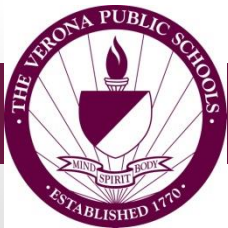
Result #3: Integrate STEM-based educational opportunities, K-12 (grades 3&4 -2013-14).

Result #4: Integrate literacy in all subjects to produce strong analytical thinkers that can decipher content-based text (state mandate 50/50 to 70/30 in high school – on-going)

Result #5: Update course offerings at the middle and high school levels to ensure that the Verona School District meets the needs of students within the 21st century (on-going).

Result #6: Continue to expand upon the UbD curriculum framework with emphasis on assessments and transfer (on-going).

Result #7: Develop common assessments that ensure consistent and rigorous curriculum and provide meaningful feedback to students and teachers (Math & ELA grades 3-11 June 2014).



Strategy #5

Provide a meaningful professional development program for

Result #1: Create an online forum that connects teachers across the district to inspire, share and grow professionally.

Result #2: Institute Professional Learning Communities (PLCs) and other teacher-driven professional development opportunities that differentiate for the various needs and interests of all staff (K-12).

Result #3: Foster collaboration with local school districts and colleges/universities to meet the varied needs and interests of the staff (on-going).

Result #4: Integrate training for all state and locally mandated initiatives into the existing structure of district-wide professional development days, department and grade level meetings. (on-going)

Result #5: Develop and implement a district-wide, comprehensive training program on all aspects of the New Teacher Evaluation model. (Marzano – on-going)

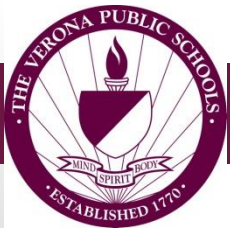
Result #6: Foster a professional culture of data-informed decision making. (on-going)



VERONA PUBLIC SCHOOLS

Essential Question

- What is student self-assessment and why is it important?
 - Discuss with others at your table
 - Share
 - Action Plan (see next page)



Strategy #4

Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments.

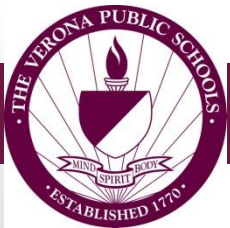
SPECIFIC RESULT #1: Develop student self-assessments that encourage students to be active participants in their learning and provide teachers with feedback to guide future instruction.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Engage teachers in professional dialogue (department meetings, grade-level meetings, etc.) regarding the importance of having students self-assess in their classes as well as their past practices with self-assessments.				
2.	Teachers will garner feedback from students regarding the idea of self-assessments and students' experiences and needs.				
3.	Research the different types of scales and rubrics for student self-assessment.				
4.	Choose a type of scale that reflects the teachers' and students' needs.				
5.	Develop guidelines and expectations for creating student self-assessment rubrics.				
6.	Create the scale/rubric based on the guidelines.				
7.	Throughout the school year, staff and students will be provided with opportunities to discuss their experiences with the student self-assessments.				
8.	At the end of the first year, analyze the feedback from the use of the self-assessments and make modifications on the scales/rubrics.				
9.	The student self-assessment scales/rubrics will be housed in a central digital platform.				



Marzano

- Causal Teacher Coaching (Evaluation) Model
 - “The Art and Science of Teaching”
 - *Distribute book to all new staff*



Feedback with Common Language

- “In the **absence of feedback**, efficient learning is impossible and improvement only minimal even for highly motivated subjects. Hence, mere repetition of an activity will not automatically lead to improvement.”

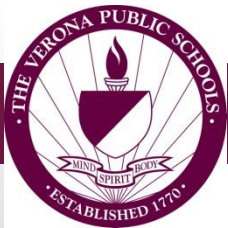
~ Ericsson

- “Students (and teachers) must have routine access to the **criteria and standards** for the task they need to master; they must have **feedback** in their attempts to master those tasks; and they must have **opportunities to use the feedback to revise work and resubmit it** for evaluation against the standard. **Excellence is attained by such cycles of model-practice-perform-feedback-perform.**”

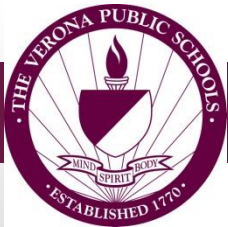
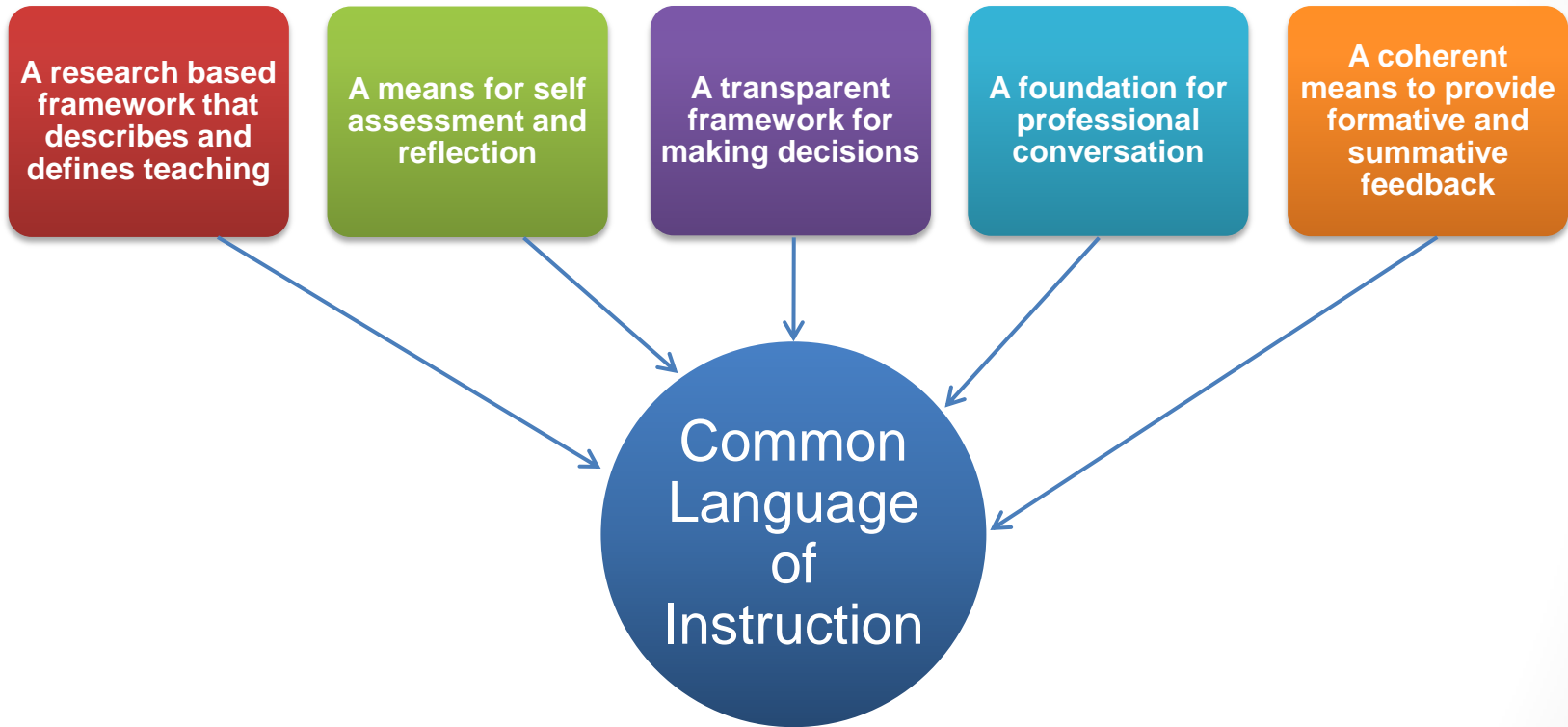
~ Wiggins

- With **focused feedback** in place, **teachers can engage in focused practice** – another critical element of deliberate practice ... the teacher practices the selected strategy experimenting with small variations to determine what works best in his or her particular situation.”

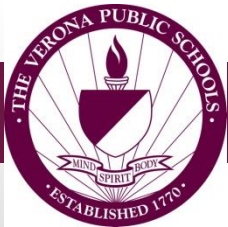
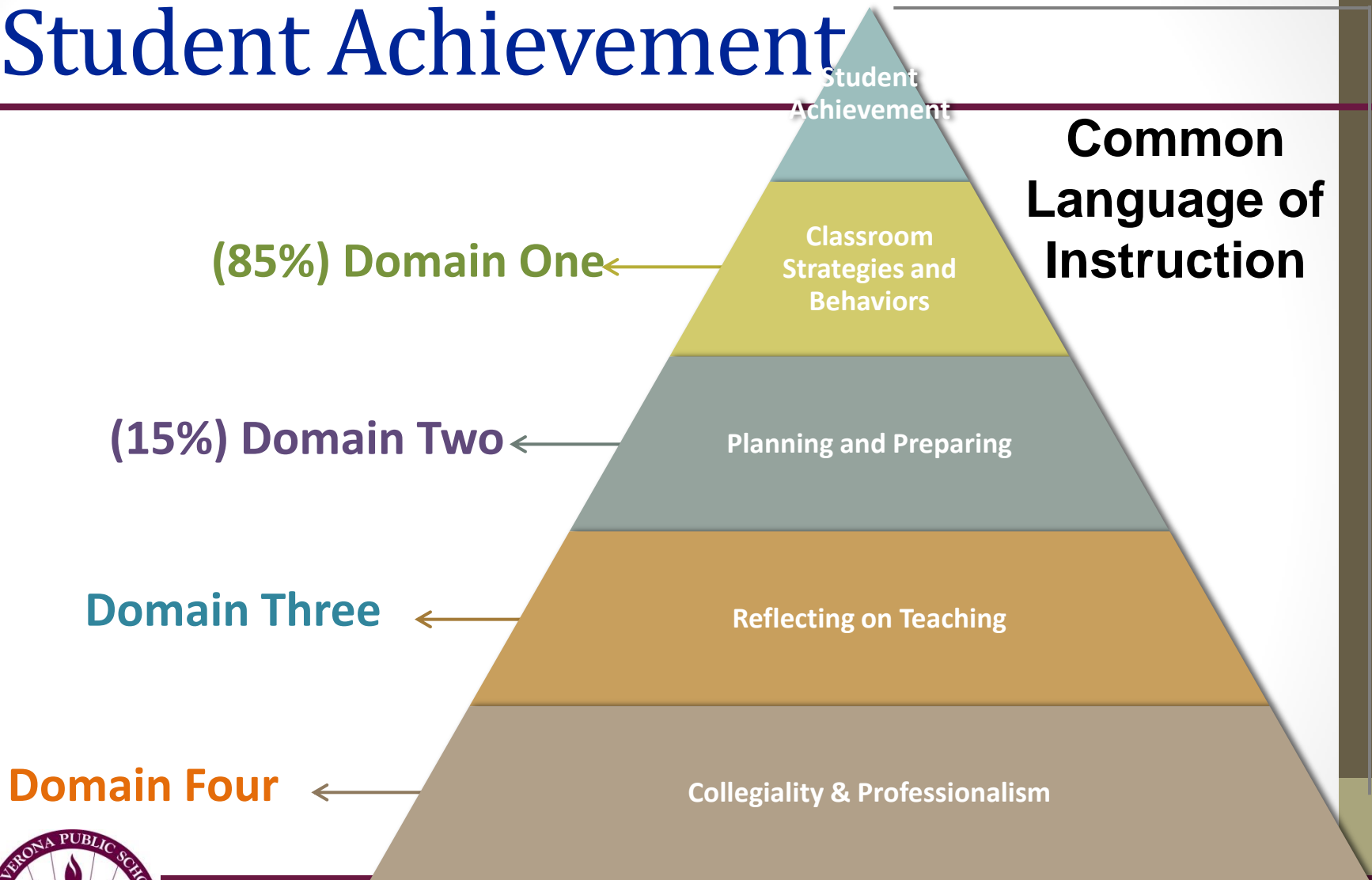
~ Marzano



Marzano = Common Language



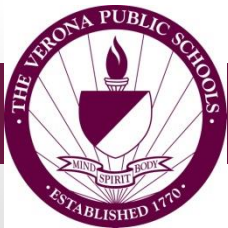
Causal Links to Student Achievement



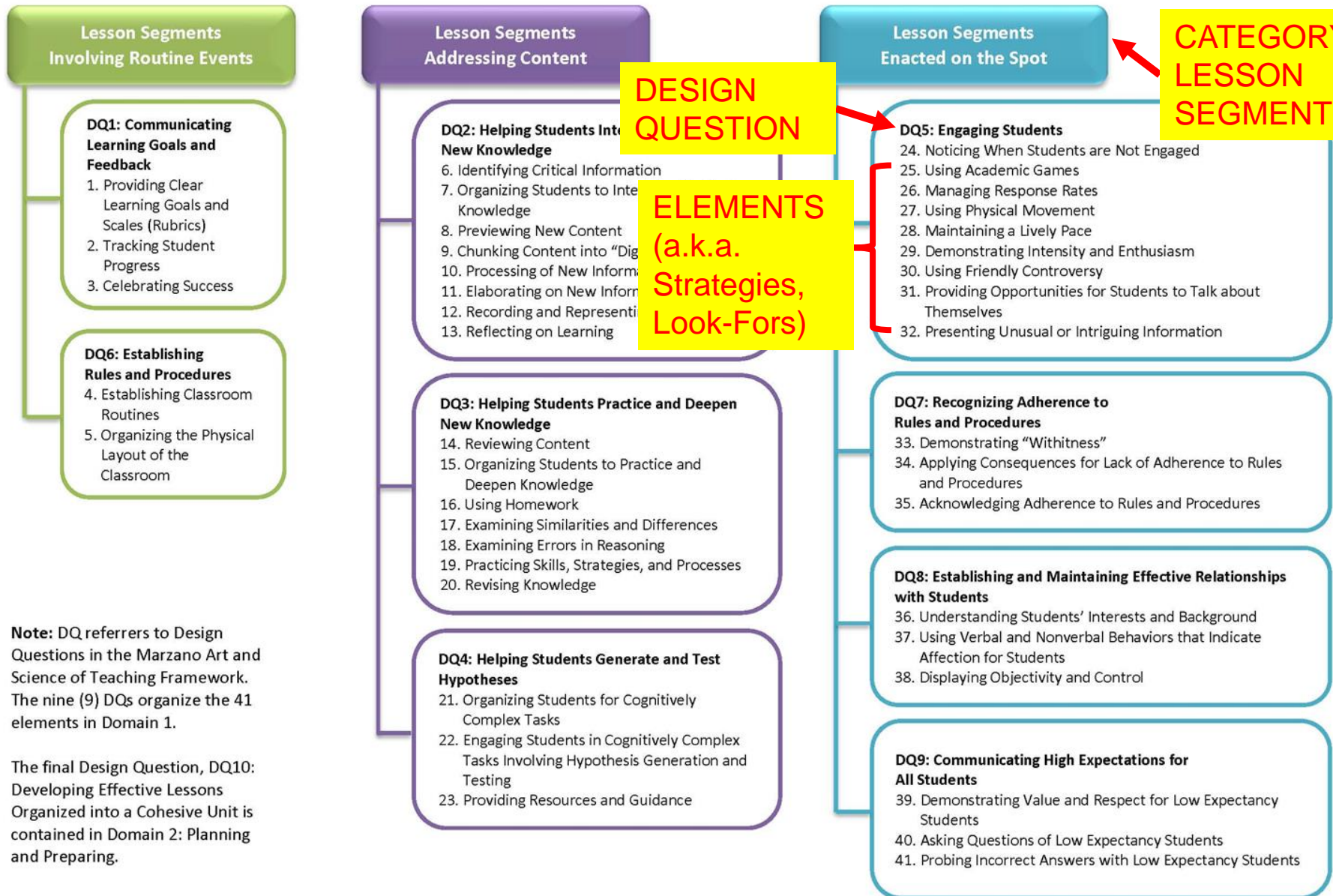
The Marzano Art and Science of Teaching Framework

Domain #1

- 10 Design Questions (9 Observable Teaching Behaviors)
- 3 Lesson Segments
- 41 Categories of Instructional Strategies (Elements)



Domain 1: Classroom Strategies and Behaviors ← **DOMAIN**

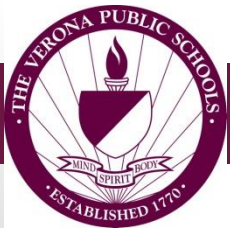


Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Marzano EQs

- What do you believe effective teaching looks like?
- How can the “elements” in the Design Questions help improve your instruction and assessment with students?

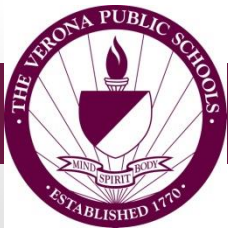


Design Question #1

<https://www.effectiveeducators.com/resource/show/4e2d8ec95d17508eb10899cf>

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

- Distinguish between goals and activities/assignments
- *Write a rubric or scale for each learning goal**
- *Students identifying their own learning goals**
- Conduct formative assessment
- *Students chart their own progress on learning goals**
- Recognize and celebrate growth



DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal (accompanied by scale or rubric that describes levels of performance relative to the learning goal).

Teacher Evidence

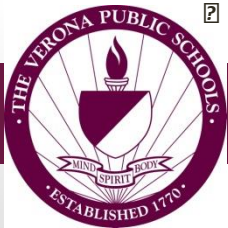
- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it*
- Teacher makes reference to the scale or rubric throughout the lesson* (begin work in February)

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: (choose one)

- Innovating* *Applying* *Developing* *Beginning* *Not Using* *Not Applicable*



DQ1: Communicating Learning Goals and Feedback

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

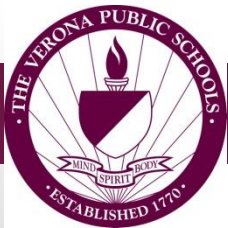
- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students **on the scale or rubric** depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence

- When asked, students can describe their status relative to the learning goal **using the scale or rubric*** (begin work in February)
- Students systematically update their status on the learning goal

Scale Levels: (choose one)

- Innovating* *Applying* *Developing* *Beginning* *Not Using* *Not Applicable*



DQ1: Communicating Learning Goals and Feedback

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

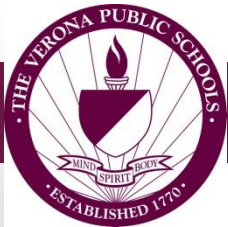
- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

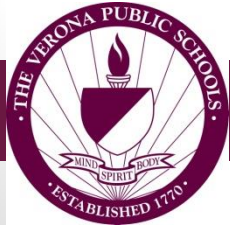
Scale Levels: (choose one)

- Innovating* *Applying* *Developing* *Beginning* *Not Using* *Not Applicable*



DQs we will focus on in Domain 1

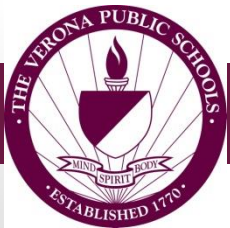
- DQ1: What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- DQ2: What will I do to help students effectively interact with new knowledge?
- DQ3: What will I do to help students practice and deepen understanding of new knowledge?
- DQ4: What will I do to help students generate and test hypotheses about new knowledge?
- DQ5: What will I do to engage students?
- DQ6: What will I do to establish and maintain classroom rules and procedures?
- DQ7: What will I do to recognize adherence and lack of adherence to classroom rules and procedures?
- DQ8: What will I do to establish and maintain effective relationships with students?
- DQ9: What will I do to communicate high expectations for all students?
- DQ10: What will I do to develop effective lessons organized into a cohesive unit?



Marzano

Scale

Explanations

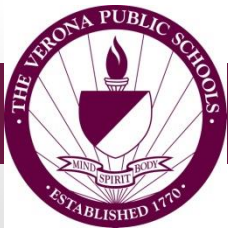


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Levels of Performance for Observations, Marzano Causal Teacher Evaluation Model

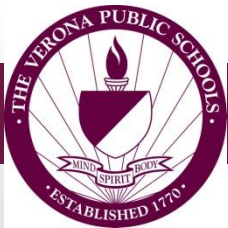
Scales: continuum of teaching behavior that documents growth over time and can be used as a formative feedback tool or a summative assessment.

Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
The teacher gets 100% of students to the desired effect of the strategy by adapting/creating new strategies for unique student needs and situations	The teacher uses the strategy correctly, and monitors the majority of students to determine if the strategy has the desired effect.	The teacher uses the strategy correctly.	The teacher uses the strategy incorrectly or with parts missing.	The strategy was called for but not exhibited.



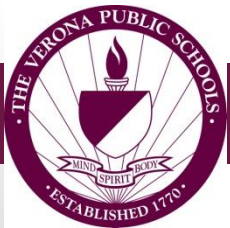
Not Using (0)

- **Example:** Teachers are unaware that the strategy is called for
- **Non-Example:** A teacher who makes an appropriate decision to not use a particular strategy
- *It is recommended to have a conference with the teacher before assigning a scale rating of “Not Using”*



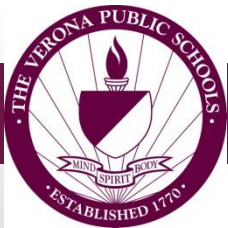
Beginning (1)

- Teacher uses the strategy incorrectly or with parts missing



Developing (2)

- All components in the element description are evident
- Strategy may be used mechanistically until the teacher develops fluency with the strategy
- Teacher evidences may be more likely checked than student evidences
- Teacher focus is **more on teaching than on monitoring students**
- Observers rate teachers “Developing” until they see **monitoring of at least 50% of students** for the **desired effect of the strategy**



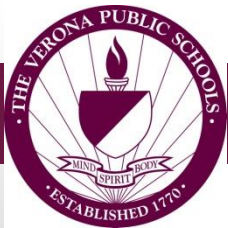
What is the desired effect?

- The desired student outcome of employing the strategy

1. Providing Clear Learning Goals and Scales (Rubrics)
The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.
Desired Effect:
Teacher Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Teacher has a learning goal posted so that all students can see it <input type="checkbox"/> The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment <input type="checkbox"/> Teacher makes reference to the learning goal throughout the lesson <input type="checkbox"/> Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it <input type="checkbox"/> Teacher makes reference to the scale or rubric throughout the lesson <input type="checkbox"/> <input type="checkbox"/>
Student Evidence <ul style="list-style-type: none"> <input type="checkbox"/> When asked, students can explain the learning goal for the lesson <input type="checkbox"/> When asked, students can explain how their current activities relate to the learning goal <input type="checkbox"/> When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric <input type="checkbox"/> <input type="checkbox"/>

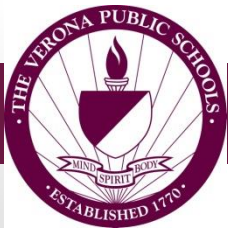
Scale and Reflection Questions

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. <i>If the original strategy reaches the desired effect with most of the students, how does the teacher adapt the strategy for the rest? How does the teacher monitor whether the innovation enhances student learning?</i>	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and levels of performance. <i>How does the teacher monitor (majority) students to determine if the strategy has the desired effect?</i>	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance. <i>What evidence(s) does the teacher demonstrate to at this level of implementation?</i>	Uses strategy incorrectly or with parts missing. <i>What evidence(s) does the teacher demonstrate at this level of implementation?</i>	Strategy was called for but not exhibited. <i>What evidence(s) does the teacher demonstrate at this level of implementation?</i>



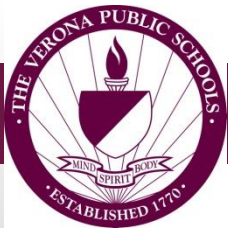
Applying (3)

- All components in the element description are evident
- Teacher is **monitoring the desired effect of the strategy for more than 50% of students**
- Teacher **AND student evidence** should be evident
- As a result of solid strategy knowledge and fluent use of strategy, teacher can focus on monitoring student for the **desired effect of the strategy**



Dr. Marzano discusses Applying...

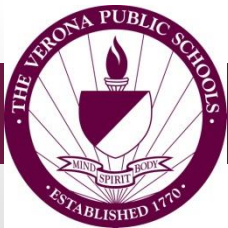
<https://www.effectiveeducators.com/resource/show/5058bdeae4b0cfb32be46a20>



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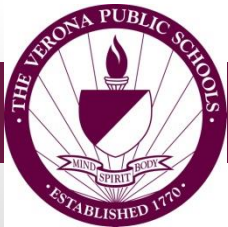
Innovating (4)

- The strategy is having the desired effect on all of the students. To accomplish this:
 - The teacher has made adaptations for special needs of groups of students or individual students and/or
 - The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students
- If observer doesn't see an overt adaptation to a strategy or an overt macro-strategy, the teacher MIGHT be making these **adaptations** on a one-to-one basis as he/she moves around the classroom



Dr. Marzano describes Innovating...

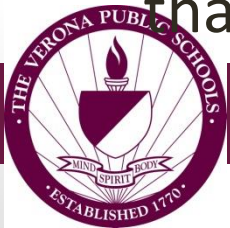
<https://www.effectiveeducators.com/resource/show/5058bfa5e4b0cfb32be46e79>



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Scale Review

- At the lowest level of **Developing**, teachers are mechanistic in their use of elements. Fluency is developed within developing and teachers begin to monitor students for the desired effect of the strategy.
- Once teachers develop fluency and **monitor more than 50% of students for the desired effect**, they move to **Applying** on the scale.
- Teachers who get **100% of their students to the desired effect** of the strategy are **Innovating** with that strategy.



I TAUGHT
STRIPE HOW
TO WHISTLE



I DON'T HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDN'T SAY
HE LEARNED IT



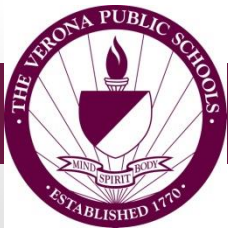
At what level is the teacher?

- Beginning?
 - Developing?
 - Applying?
 - Innovating?
-
- How would you get the “teacher” to move up (improve) on the Marzano scale?
 - If he recognized (monitored) that the dog was not whistling, where would that put him?

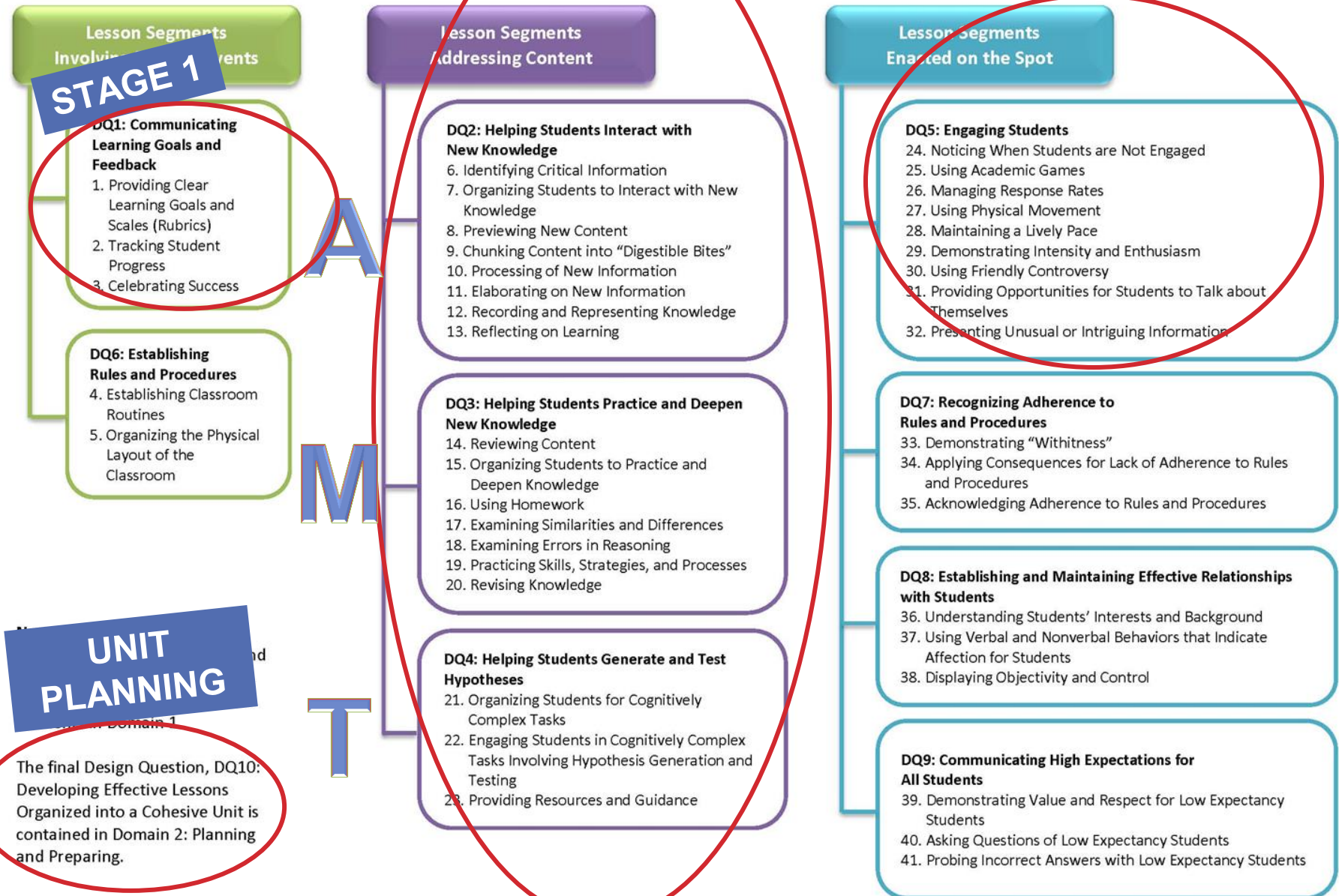


Connecting Marzano to UbD

- What similarities do you notice between Marzano's Design Questions and Wiggins and McTighe's Understanding by Design?
 - Let's take a look ...



Domain 1: Classroom Strategies and Behaviors



STAGE 1

Learning Goal
“What”

Daily Objective
Day-to-Day Instructional Target

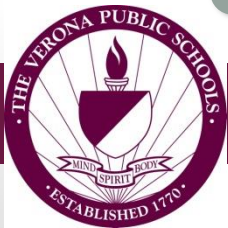
Activity

“How”
STAGE 3

Assignment

Guided learning experiences that take place in a classroom setting

Learning experiences designed to be completed independently in a class or as a homework opportunity to extend classroom learning



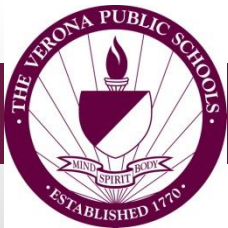
VERONA PUBLIC SCHOOLS

Verona

Observation

Cycle

2013-14



Observations #1 & #2 for 2013-14

FIRST & SECOND FORMAL OBSERVATION:

Non-Tenure: 40 minutes (or longer)

- Teacher completes pre-observation form in iObservation
- Pre-conference with administrator (discuss lesson and the 5 to 7 elements or “look fors” from Design Questions #1, #2, #3, #4, or #5 to observe/coach)
- Formal observation occurs
- Post conference for instructional feedback
- Observation due to the teacher within 10 school days following the observation



Verona Observation: Pre-Conference Form (Involving Routine Events)

Art and Science of Teaching Teacher Evaluation Framework Planning Conference Structured Interview Form A
Copyright Robert J. Marzano
Instructions: Please attach your lesson plans, assessments, scoring guides, and/or rubrics to this document. Please be prepared to discuss the following questions in preparation for the planning conference.

Classroom Demographics

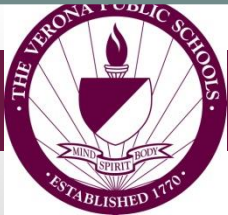
Briefly describe the students in your classroom (e.g., number of students, gender, special needs etc.)

Attachments: No file chosen [Clear](#) [Add Attachment](#)

Routine Events

What will you do to establish learning goals, track student progress and celebrate success for this lesson?

Attachments: No file chosen [Clear](#) [Add Attachment](#)



Verona Observation: Pre-Conference Form (Addressing Content)

Art and Science of Teachin x

https://www.effectiveeducators.com/conferenceResponse/edit/520ad62ae4b09868d5e33665

Inbox - Outlook We... Task Prototypes and... NJDOE CCSS, PARC... NJDOE Homeroom Create New Pre/Pos... iObservation Saved Drafts Licensure & Credent... New Jersey Departm... iGoogle

Content

Please consider the following questions as appropriate for the lesson being observed

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

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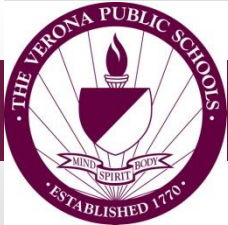
What will you do to help students practice new knowledge?

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What will you do to help students generate and test hypothesis about new knowledge?

Attachments: No file chosen [Clear](#) [Add Attachment](#)

Art and Science of T....htm Art and Science of T....htm Show all downloads...



Verona Observation: Pre-Conference Form (Enacted on the Sport)

Art and Science of Teachin x

https://www.effectiveeducators.com/conferenceResponse/edit/926ad02ae4b09800d3e55065

Inbox - Outlook We... Task Prototypes and... NJDOE CCSS, PARC... NJDOE Homeroom Create New Pre/Pos... iObservation Saved Drafts Licensure & Student... New Jersey Departm... iGoogle

Enacted on the Spot

What will you do to engage students in the lesson?

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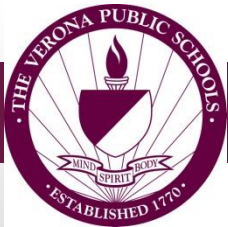
What will you do to recognize and acknowledge lack of adherence to classroom rules and procedures?

Attachments:
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Show all downloads...



Conducting an Observation

A pre-conference between the administrator and teacher determines five to seven of the elements that will be observed ahead of time from Domain 1

What am I looking at right now
OR
What am I focusing on now

STEP 1
Identify Primary Segment

DQ#1: Lesson Segment Involving Routine Events

DQ#2-4: Lesson Segment Addressing Content

DQ#5: Lesson Segment Enacted on the Spot

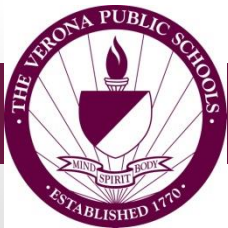
STEP 2
Identify Design Question

Design Question #1

Design Question #6

STEP 3
Identify Element

Providing Clear Learning Goals and (Scales to Measure Those Goals)*

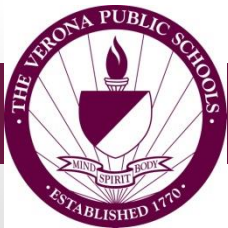


Observation #3 for 2013-14

THIRD FORMAL OBSERVATION

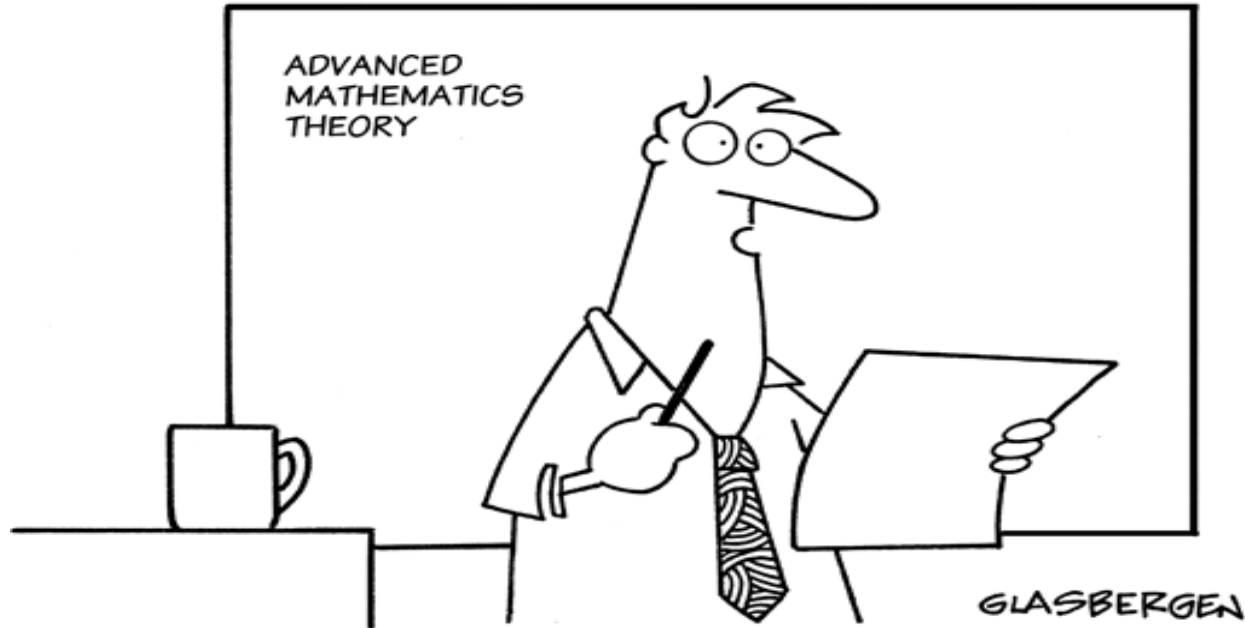
Non-Tenure: 20 minutes or longer

- No pre-conference prior to the formal observation (*Teacher does not complete pre-observation from in iObservation*)
- Observation is unannounced
- Post conference for instructional feedback
- Observation due to the teacher within 10 school days following the observation

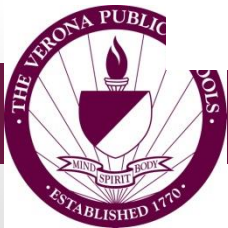


Summative Evaluation

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“Today’s test is 70% of your final grade which makes up 35% of your grade for the semester and 20% of your GPA for 50% of your scholastic career for 15% of the curriculum. If you can explain this to the person next you, you pass the test.”

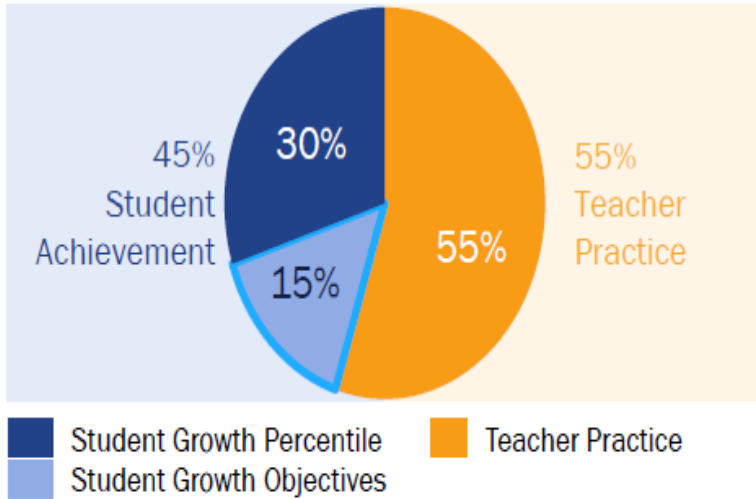


VERONA PUBLIC SCHOOLS

Summative Score Calculation

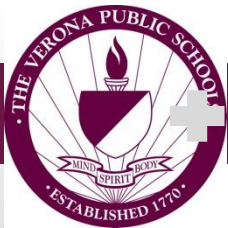
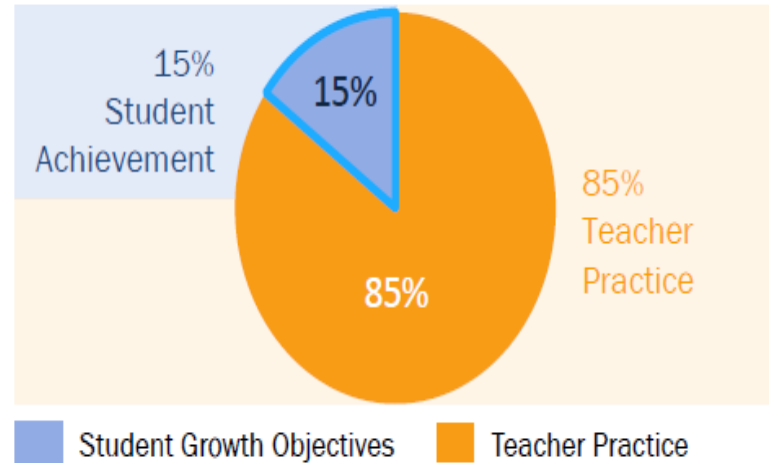
2013- 2014 Weights: Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Mathematics



2013 - 2014 Weights: Non-Tested Grades and Subjects

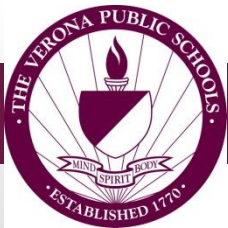
Teachers Outside of Grades 4-8,
Language Arts Literacy and Mathematics



Summative Evaluation

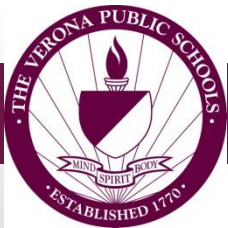
$$\begin{array}{r} \text{Marzano (Teacher Practice)} = 85\% \text{ or } 55\% \\ \text{SGO} = 15\% \\ + \text{SGP} = 30\% \\ \hline \end{array}$$

Summative
Score



Verona Summative Score Calculation: Teacher Practice Component

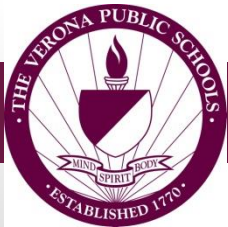
Domain/Elements	% Teacher Practice Score
Domain 1: Classroom Strategies & Behaviors <ul style="list-style-type: none"> • DQ1: Communicating Learning Goals and Feedback ✧ DQ2: Helping Students Interact with New Knowledge ✧ DQ3: Helping Students Practice and Deepen Their Understanding of New Knowledge ✧ DQ4: Helping Students Apply Knowledge Through Generating and Testing Hypothesis ➤ DQ5: Engaging Students 	85%
Domain 2: Planning & Preparing <ul style="list-style-type: none"> • Planning and Preparing for Lessons and Units 	15%



Verona

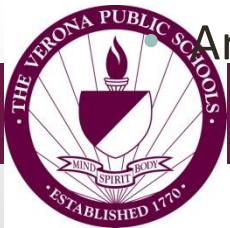
Student Growth Objectives (SGOs)

- ***SGO Guidebook from NJDOE***
(<http://www.state.nj.us/education/AchieveNJ/teacher/SGOGuidebook.pdf>) with detailed information, examples, and template forms.
- *Reference state website for SGOs related materials (e.g., overview, examples, potential implementation worksheets):*
<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>



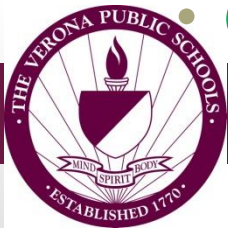
What is an SGO?

- Cover a significant number of students of a significant portion of the curriculum over a significant of time (Nov. 15* – Mar. 15)
- A Student Growth Objective is a **long-term academic goal that teachers set for groups of students** and must be:
 - Specific and measurable
 - Aligned to New Jersey's curriculum standards
 - Based on available prior student learning data
 - A measure of student learning between two points in time
 - Ambitious and achievable



SGO requirements

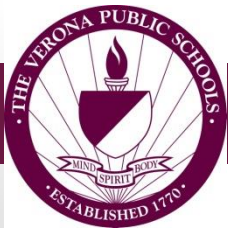
- All teachers who receive an SGP score **must set between 1 and 2 SGOs.**
- Teachers who do not receive an SGP score **must set 2 SGOs.**
- Teachers in their departments develop SGOs in consultation with his or her principal/supervisor.
- SGOs must be aligned to NJCCCS or CCSS and measure student achievement and/or growth between two points in time.
- SGOs must be specific and measurable and based on students' prior learning data when available.
- A teacher's final SGO rating is determined by the principal.
- **Counts 15% of summative evaluation.**



Sample SGOs (Begin Work on September 4)



Goal	All students increase at least one proficiency level on the Text Reading and Comprehension (TRC) assessment.				Goal	All students will increase 1 proficiency level on a district created portfolio rubric that measures their ability to draw from direct observations.			
Measuring Progress	For a teacher to earn a rating of ...				Measuring Progress	For a teacher to earn a rating of ...			
	4	3	2	1		4	3	2	1
	90% or more students must meet the goal	80% or more students must meet the goal	70% or more students must meet the goal	Less than 70% of students meet the goal		85% or more students must meet the goal	75% or more students must meet the goal	65% or more students must meet the goal	Less than 65% of students meet the goal



Verona

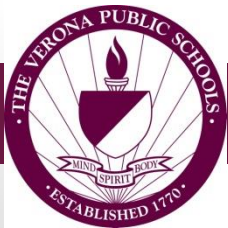
Student Growth Percentiles (SGPs)

To learn more about SGPs

<http://survey.pcgus.com/njgrowth/player.html>

<http://www.state.nj.us/education/njsmart/performance/>

<http://www.state.nj.us/education/AchieveNJ/teacher/SGPOverview.pdf>



Visual Explanation of SGPs

- Albert is a 5th Grade student in Ms. Jones' Math Class.
- He has scored "Partially Proficient" in 3rd, 4th, and 5th grade, but each year his scale score has improved



Advanced Proficient

Proficient

Partially Proficient



↑ Albert's NJ Ask Scale Score by Grade

Ms. Jones notices that he scored a 165 scale score this year, but doesn't quite know what that means about Albert's growth.

In order to figure out what that growth means, we first identify Albert's "Academic Peers" from across the state; these are students who performed similarly to Albert in the past.

Albert's Prior Scores



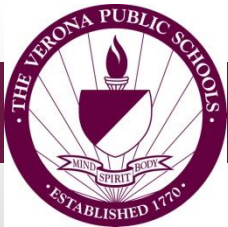
Then we look at how Albert's performance this year compares to that of his peers.

Albert's Current Score



1% 70th% 99%

This comparison allows us to put Albert's growth into context, and assign him a Student Growth Percentile on a scale from 1 to 99.



Visual Explanation of SGPs (continued)

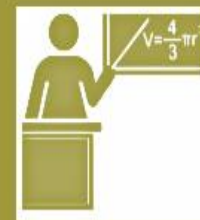
Median SGP Score

Albert's SGP score is then placed on Ms. Jones' course roster so that we can see how she did with all of her students.



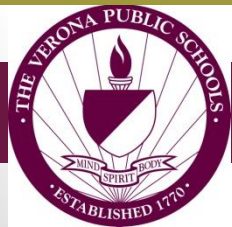
Student	SGP Score
Lance	51
Albert	70

Student	SGP Score
Lance	51
Albert	70



Ms. Jones would then receive an effectiveness rating by taking the median SGP score on her roster.

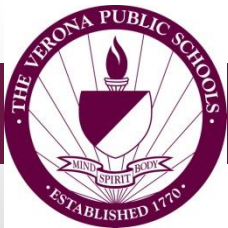
In this scenario, Ms. Jones would receive a rating of 51.



Professional Learning for 2013-14

- **September 3**
 - AM – Superintendent Welcome
 - PM - Building based
- **September 4**
 - AM – Marzano/SGO (VHS)
 - PM – SGO work groups; Survey
- **October 31**
 - Building-based PD (Wrap up SGOs, discuss common assessments (work toward rigor like PARCC), Data Analysis (SGP, SGO, ...), **Online Marzano Course #1 (Pre/Post Test)**
- **November 5**
 - All Staff – Meet at VHS Auditorium for HIB, Affirmative Action, School Security Updates, Online Marzano Course #1
- **February 18**
 - Begin school-wide development of Design Question #1: Learning Goals, Scales, Tracking Student Progress (Marzano)
 - Common assessments
 - Review SGOs
 - Review SGPs
 - **Online Marzano Course #2**
- **March 14**
 - Continue work on DQ #1
 - Continue to work on common assessments
 - Review/Analyze SGOs (Post assessments)
 - **Online Marzano Course #2**
- **June 6**
 - “Survey Says ...” Professional Development Day☺

**Please note: This is a tentative schedule*

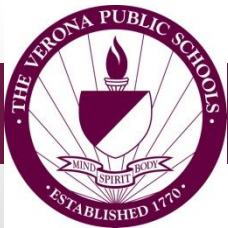


New Teacher Forum 2013-14

- Thursday, October 17
 - Marzano DQ #1
- Thursday, December 12
 - Marzano DQ #2
- Thursday, January 9
 - Marzano DQ #3
- Thursday, March 6
 - Marzano DQ #4
- Thursday, April 3
 - Marzano DQ #5
- Thursday, May 8
 - Marzano DQ #6

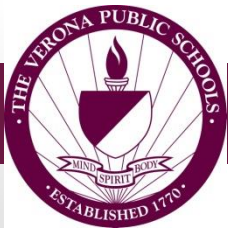
All meetings will be held in the BOE conference room

3:15-4:30



Verona Public Schools

Thank you and best wishes
for a successful first year!



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