# District Evaluation Advisory Committee

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September 30, 2020

### **Itinerary**

- 1. NJDOE Educator Evaluation Update September 21, 2020
  - a. Closer look at #1 from the NJDOE Memo
  - b. NJDOE Webpage
    - i. Theme #1 and Portfolio
    - ii. Clarification
- 2. What we are going to do in Verona for 2020-21.
- 3. Student Growth Objectives in 2020-21
- 4. Teacher Final Scores for 2020-21
- 5. Walkthrough Visits
- 6. Good of the Order

## NJDOE Update - September 21, 2020



Date: September 21, 2020

To: Chief School Administrators, Charter School and Renaissance School Project Leads

Route To: Assistant Superintendents, Chief Academic Officers, District Principals, Assistant/Vice Principals,

From: Diana M. Pasculli. Acting Assistant Commissioner

Division of Academics and Performance

#### Department Releases 2020-2021 Educator Evaluation Guidance

The New Jersey Department of Education (NJDOE) is committed to an evaluation system that is comprehensive and equitable for all New Jersey educators. This commitment includes providing guidance reflective of the understanding that effective evaluation systems are designed to support teachers and school leaders in improving their practices and building upon their strengths. Today, the NJDOE is releasing the Educator Evaluation Guidance for School Year 2020-21.

#### note the following highlights

1) Traditional in-class observations remain the required method for evaluating in-class, in-person instruction. This includes hybrid models in which teachers are teaching in-class, in-person with students. However, if

instruction is not occurring in-class or in-person, the portfolio process may be utilized for teachers.

2) For 2020-2021, the student achievement component of AchieveNJ for teachers will be satisfied solely by

Student Growth Objectives (SGOs). Recommendations on SGO development are included in the guidance and
lareely follow previously published best practices.

#### Other Key items

- All teachers, principals, assistant/vice principals, and other certificated staff who are to be evaluated and receive summative scores must be notified of policies and procedures related to the evaluation rubrics by October 1, 2020.
- 2) On August 28, 2020 the NJDOE released component weights for the 2020-2021 school year.
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The NJDOE would like to thank the teachers, principals, district-level staff, and superintendents across the state who contributed to the development of this guidance.

#### Contact Information

Please contact edueval@doe.nj.gov for continued support throughout the school year

c: Members, State Board of Education Kevin Dehmer, Interim Commissioner of Education NIDOE Staff Statewide Parent Advocacy Network Garden State Coalition of Schools NJ LEE Group

Please note the following highlights: 1) Traditional in-class observations remain the required method for evaluating in-class, in-person instruction. This includes **hybrid models** in which teachers are teaching in-class, in-person with students. (i.e. presently pre-K, K, 1, and select special education classes). However, if instruction is not occurring in-class or in-person (i.e. remote), the portfolio process may be utilized for teachers.

**Public Schools** 

## **Educator Evaluation Guidance for 2020-21**

Theme One: Create More Efficient and Effective Observation and Conferencing Processes

### Required

All staff must receive the number of observations required by regulations (N.J.A.C. 6A:10:4.1 and 5.1):

- Tenured teachers, Principals, Assistant Principals and Vice Principals must receive at least two observations.
- Nontenured teachers, Principals, Assistant Principals and Vice Principals must receive three observations.

Observations are defined as "a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities." (N.J.A.C. 6A:10-1.2)

#### A. Traditional in-class observations:

Traditional in-class observations remain the required method for evaluating in-class, in-person instruction. This includes hybrid models in which teachers are teaching in-class, in-person with students.

## **Educator Evaluation Guidance for 2020-21**

Theme One: Create More Efficient and Effective Observation and Conferencing Processes

#### **B. The Portfolio Process:**

If instruction is not occurring in-class or in-person, the **portfolio process** may be utilized for teachers. The collection of evidence should follow the protocols established last spring. See appendix for portfolio process guidance.

The NJDOE received positive feedback from across the state from both teachers and supervisors regarding their experience with portfolio observations during the spring of 2020. The NJDOE will continue to highlight best portfolio practices and will provide additional guidance as necessary.

### **Appendix: Portfolio Protocols**

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- 4. Portfolio Evidence Specifics:
  - a. Educators gather artifacts of their work completed during the observation window which are aligned to the observation instrument's domains and indicators. This is not meant to be a large portfolio.
  - b. Both the supervisor and teacher must agree on the type of learning that will be included in the portfolio. Included should be evidence of direct observation of synchronous OR the indirect observation of asynchronous online learning:
    - i. Synchronous remote learning: The observer watches a class being conducted online. This is a direct observation.
    - ii. Asynchronous remote learning: The observer is provided evidence from a classroom lesson using asynchronous methods (ex. prerecorded lessons class blogs student discussion boards student chat spaces etc.) This is an indirect observation

### What we are going to do in Verona for 2020-21

- (1) Traditional Schedule (Stage 4), Hybrid Schedule (Stage 3 all teachers, Stage 2 prek, k, 1) when students are attending classes in-person, in-class with their teacher.
  - (a) Teacher will be observed from a member from the Administrative Team.
  - (b) Administrator/supervisor will visit teacher's classroom in-person and observe the teacher and students who are in-person.
- (2) Hybrid Schedule (Stage 2 presently grades 2-12, Stage 1 all teachers) when students are not attending classes in-person, in-class with their teacher (synchronous remote instruction).
  - (a) Teacher will be observed from a member from the Administrative Team.
  - (b) Administrator/supervisor will visit teacher's Google Classroom and observe from their office.
- (3) Hybrid Schedule (Stage 2, Stage 1) when students are not attending classes in-person, in-class with their teacher and lessons are asynchronous.
  - (a) Windows in which evidence will be collected will be mutually agreed upon by teachers and administrator/supervisor.

### What we are going to do in Verona for 2020-21

- Observation #1: Announced
  - (a) Pre-conference
  - (b) Observation (in-person or through Google Classroom)
    - (i) The full length of the period/class
  - (c) Post-conference
- (2) Observations #2 & #3: Announced
  - (a) Observation (in-person or through Google Classroom)
    - (i) At least 20 minutes
  - (b) Post-conference

### Marzano Teacher Observation Model

#### 2014 Marzano Teacher Evaluation Model Learnina Map



More information for each element

#### 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 (DQs) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.

#### **Lesson Segment** Involving Routine Events

#### DQ1: Communicating

#### Learning Goals and Feedback 1. Providing Rigorous Learning

- Goals and Performance Scales (Rubrics)
- 2. Tracking Student Progress
- 3. Celebrating Success

#### DQ6: Establishing

#### **Rules and Procedures**

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

### 1 to 3 elements are normally selected

Teaching Framework, The 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.

#### **Lesson Segment Addressing Content**

#### DQ2: Helping Students Interact with New Knowledge

- 6. Identifying Critical Content
- 7. Organizing Students to Interact with New Content
- Previewing New Content
- 9. Chunking Content into "Digestible Bites"
- 10. Helping Students Process New Information
- 11. Helping Students Elaborate on New Information
- 12. Helping Students Record and Represent Knowledge
- 13. Helping Students Reflect on Learning

#### DQ3: Helping Students Practice and Deepen New Knowledge

- 14. Reviewing Content
- 15. Organizing Students to Practice and Deepen Knowledge
- 16. Using Homework
- 17. Helping Students Examine Similarities and Differences
- 18. Helping Students Examine Their Reasoning
- 19. Helping Students Practice Skills, Strategies, and Processes
- 20. Helping Students Revise Knowledge

#### DQ4: Helping Students Generate and Test Hypotheses 21. Organizing Students for Cognitively Complex Tasks

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

#### **Lesson Segment Enacted on the Spot**

#### **DQ5: Engaging 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

#### DQ7: Recognizing Adherence to Rules and Procedures

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

#### DO8: Establishing and Maintaining Effective Relationships with Students

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

#### DQ9: Communicating 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

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2 to 4 elements are normally selected

1.877.411.7 1 to 3 elements are normally selected

### Marzano Teacher Observation Model

Marzano Art and Science of Teaching Teacher Evaluation Model Learning Map

**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** 45. Use of Available Traditional 46. Use of Available Technology Planning and Preparing for the Needs of English Language Learners 47. 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 49. Needs of Students Who Lack Support for Schooling

1 to 2 elements are normally selected

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All teachers need to do 2 SGOs this year, there are no mSGP scores for grades 4-8 ELA and grades 4-7 math.

## Teacher Final Scores for 2020-21

Teacher Practice Score: **85%** 

Student Growth Objective: **15%** 

### Walkthrough Visits

- Administrators/supervisors will continue to support their teachers with walkthroughs either in-person or online via livestream.
- Walkthroughs promote open and honest conversations and allow for immediate feedback upon one's instruction.
- Administrators/supervisors will "announce" themselves if they are visiting a Google Classroom.
  - This can be accomplished by the administrator/supervisor saying "good morning" to the class when they enter it or by saying "good morning everyone" using the chat feature in Google.

## Good of the Order

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Next meeting date: Wednesday, December 16, 2020