

District Evaluation Advisory Committee

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September 30, 2020

Verona Public Schools

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



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

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, Teaching Staff Members
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](#).

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. 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 largely follow previously published best practices.

Other Key Items

- 1) 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.
- 3) [SGOs](#), [Administrator Goals](#), [Professional Development Plans \(PDPs\)](#), and [Corrective Action Plans \(CAPs\)](#) must be in place by **October 31, 2020**.
- 4) For staff hired during the 2020-2021 school year, PDPs must be developed within 30 instructional days of the staff member's first official day in the district.

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
NJDOE 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



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

(1) 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

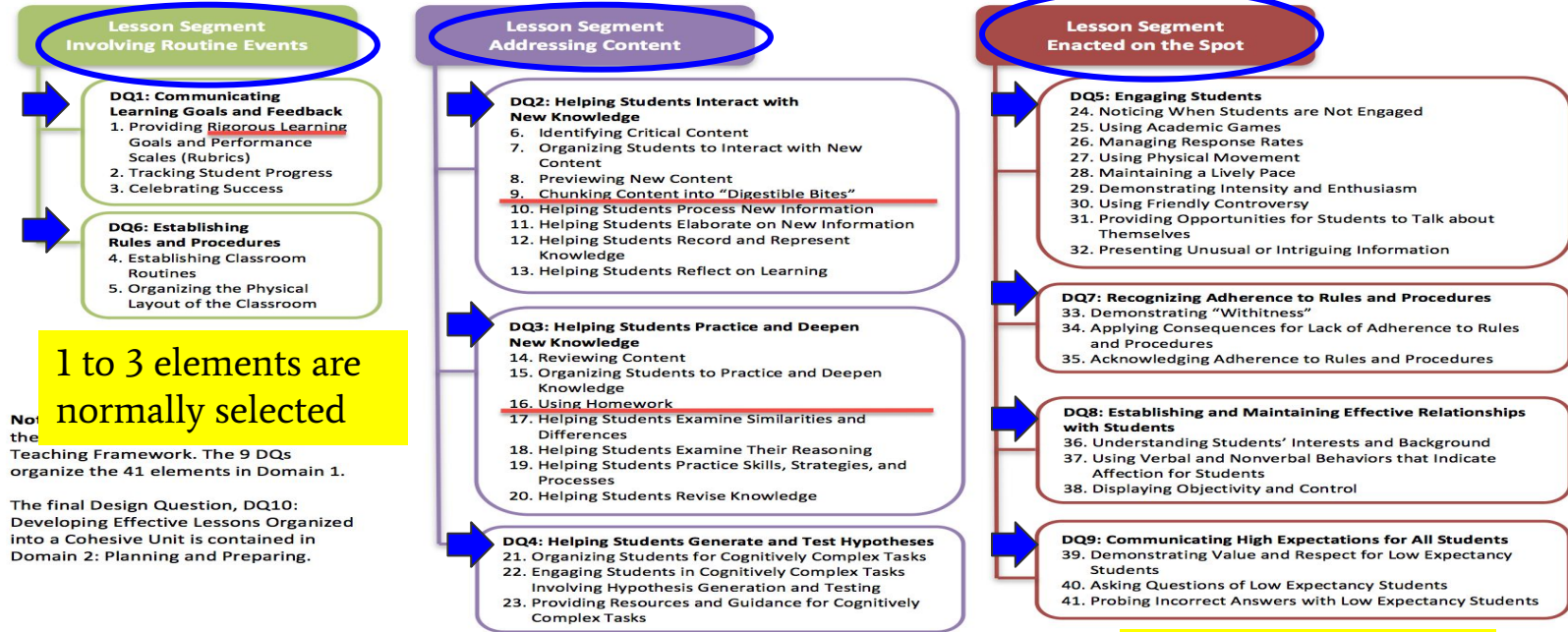
2014 Marzano Teacher Evaluation Model Learning Map



[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.



1 to 3 elements are normally selected

Not the 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.

2 to 4 elements are normally selected

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 Resources
- 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.

Verona Public Schools

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



Next meeting date: Wednesday, December 16, 2020

Verona Public Schools