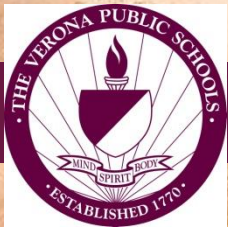


VERONA PUBLIC SCHOOLS

New Staff Orientation

August 24 & 25

HBW Media Center



Verona Public Schools

Today's Agenda: August 24

8:10 Breakfast

8:30 Welcome from our Superintendent, Rui Dionisio

8:40 Verona Mission Statement/Strategic Plan

8:45 Dr. Marzano's Teacher Evaluation Model

10:00 Break

10:15 Dr. Marzano's Teacher Evaluation Model

11:30 Lunch

12:30 Student Growth Objectives (SGO)/Student Growth Percentiles(mSGP)/AchieveNJ

1:15 Gmail/Google Sites, Verona Website (Print UbD Unit)

2:15 Verona Bus Tour

3:00 Closing, VEA President, Chris Tamburro

*Summer*²

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.**”

Strategic Plan

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.

Summer

What are the Elements of Effective Teaching?

- Break into groups of four
- Brainstorm/Record Ideas on Big Paper
- Share (Whole Group)

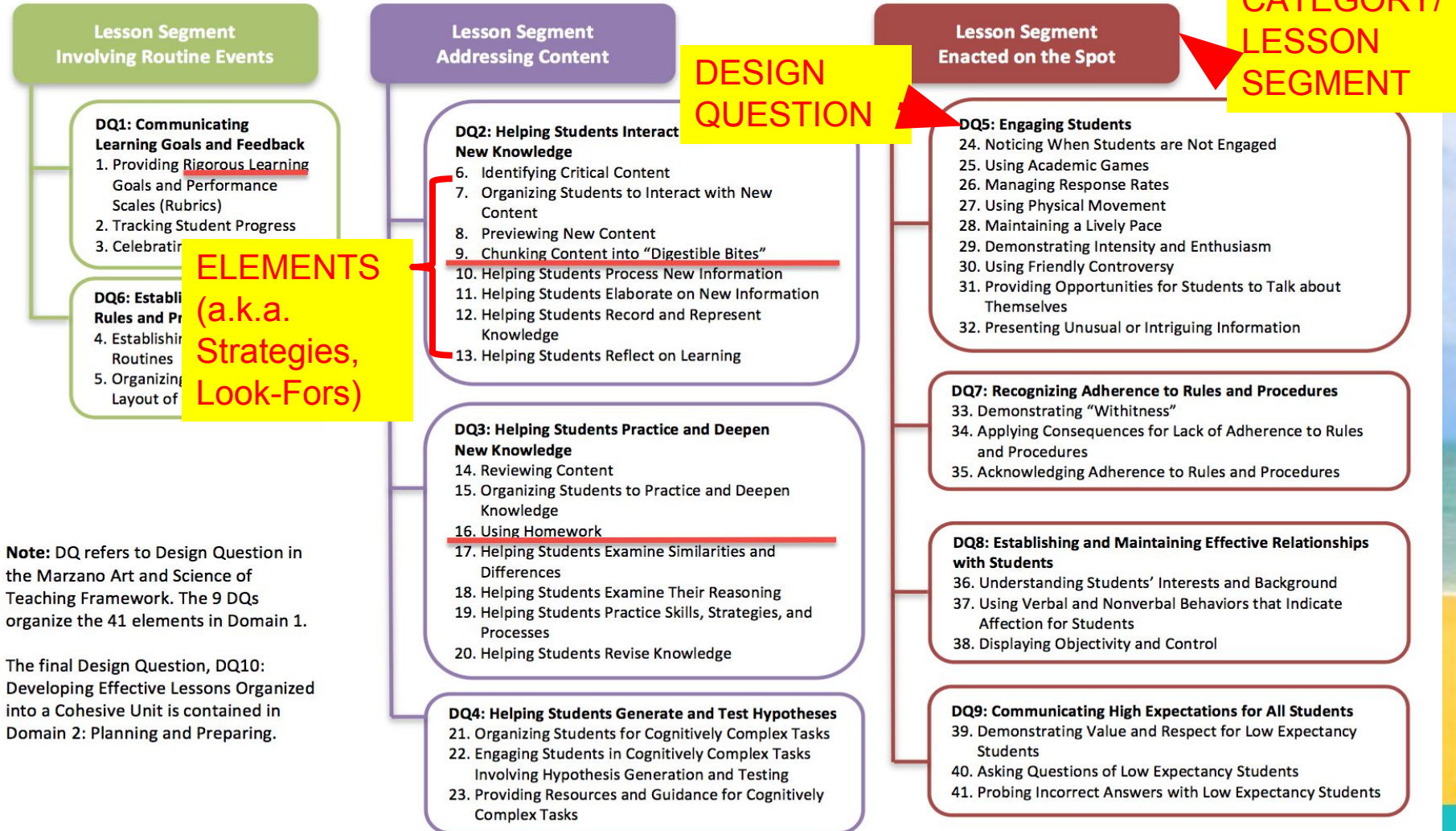
What are the Elements of Effective Teaching?

- Introduce Marzano Domain #1
 - **Classroom Strategies & Behaviors**
- Present Three Categories
 - Routine Events
 - Addressing Content
 - Enacted on the Spot (Engagement)
- Take recorded ideas from Brainstorming Session and Post Underneath one of the Three Categories

Domain 1: Classroom Strategies and Behaviors

DOMAIN

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.



Note: DQ refers to Design Question in the Marzano Art and Science of 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.

What are the Elements of Effective Teaching?

- Discuss First Category: **Routines**
 - Take a look at the Domain #1 Map
 - DQ #1, #6 along with its elements
 - How do our ideas about effective teaching match up?
 - *Did Dr. Marzano include all of our ideas?*

What are the Elements of Effective Teaching?

- Discuss Second Category: **Content**
 - Take a look at the Domain #1 Map
 - DQ #2, #3, #4 along with its elements
 - How do our ideas about effective teaching match up?
 - *Did Dr. Marzano include all of our ideas?*

What are the Elements of Effective Teaching?

- Discuss Third Category: **Engagement**
 - Take a look at the Domain #1 Map
 - DQ #5, #7, #8, #9 along with its elements
 - How do our ideas about effective teaching match up?
 - *Did Dr. Marzano include all of our ideas?*

Break!!



Summer

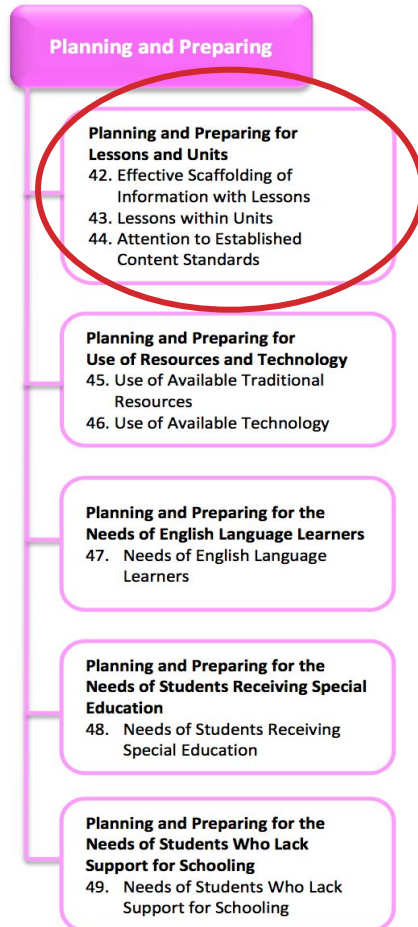
“The Art of Teaching”

- Distribute “The Art of Teaching”
 - Chapters = Design Questions #1-#9
 - Show DQ #2 and Chapter 2 correlation

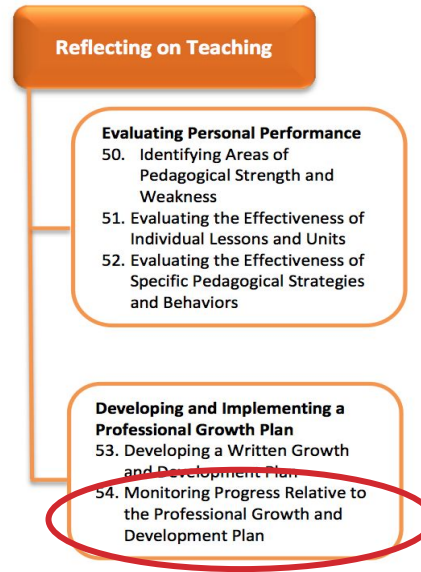
Dr. Marzano - Domains 2, 3, 4

Marzano Art and Science of Teaching Teacher Evaluation Model Learning Map

Domain 2: Planning and Preparing



Domain 3: Reflecting on Teaching



Domain 4: Collegiality and Professionalism



Daily Lesson Plan & Informals



Verona Public Schools
Office of Curriculum, Instruction & Assessment

121 Fairview Avenue
PHONE (973) 571-2029
Charles R. Miller

Verona, New Jersey 07044
FAX (973) 571-6779
Director of CIA

Good morning,

The Administrative Team will be conducting **monthly informal visits** in your classroom throughout the school year. These visits will be unannounced; therefore, it is important that your plans are available daily in your classroom. This will allow us to accurately determine what is being taught during the specific class period.

The only criteria we have for your plans are listed below:

1. Clearly stated Daily Objective(s) and connection to the Standards
2. List of procedures/activities for the lesson (e.g., Warm up, Teacher led PowerPoint, think-pair share, video clip, teacher led discussion, exit card).
3. How do you know if your students have met the objective(s)?

Please note that your **Daily Objective** is neither your learning goal nor your transfer goal. We have created a chart below that summarizes the differences between the three concepts.

	Transfer Goal	Learning Goal	Daily Objective
Definition	The effective use of understanding, knowledge, and skills we seek in the long run.	A statement of what students will know or be able to do over a period of time.	A specific, measurable and short-term statement that articulates the student-learning outcome of a lesson.
Time period	Unit of study	More than one class period	One class period.
Example (Math)	Students will be able to independently use their learning to solve real life situational problems that require applying basic addition.	Students will be able to solve basic single digit addition problems (0-9).	Students will be able to apply the double plus strategy when solving using simply addition problems.
Example (English)	Students will be able to independently use their learning to develop an argumentative essay that introduces a claim with supporting evidence.	Students will be able to construct a clear concluding statement/paragraph that summarizes the argument presented.	Students will be able to apply the strategy of "re-stating" their thesis statement when beginning a concluding paragraph.

We look forward to visiting your classroom and learning from you throughout the school year!



Informal Classroom Visit Template for 2015-16

Your username (cmiller@veronaschools.org) will be recorded when you submit this form. Not [cmiller?](#) [Sign out](#)

Teacher's Name

Class/Subject

Date

Month Day 2015

Strengths

Recommendations

Send me a copy of my responses.

Submit

Observations & Final Evaluation

NON-TENURED TEACHER OBSERVATION/EVALUATION SCHEDULE 15-16							
NAME	GRADE/SUBJ.	SCHOOL	TENURE DATE	OBS # 1 PRE&POST - LONG OBSERVATION DUE 11/30/15	OBS #2 POST ONLY - LONG OBSERVATION DUE 2/8/16	OBS #3 POST ONLY - SHORT OBSERVATION DUE 4/11/16	FINAL EVALUATION DUE 5/2/16
BRK							
Casale, Dana	Resource	BRK	9/1/2019	GV1	RR1	GV1	RR1
FNB							
Rodgers, Maria	Nurse	BRK/FNB	9/1/2018	AL1	RR2	GC1	GC1
Connallan, Kelly	SE/LLD	FNB	9/1/2019	GV2	AL1	GV2	GV1
FOR							
Rhodes, Catherine	LDTC	FOR/LAN	10/10/2018	FM1	FM1	FM1	FM1
Peri, Vincent*	MUSIC	FOR/LAN	9/1/2016	HF1	JM1	CM1	HF1
Kaithern, Kaleigh	77% KDG.	FOR/LAN	9/1/2017	JM1	HF1	JM1	JM1
LAN							
Arlotta, Theresa	SPEECH/LANG	LAN	9/1/2018	FM2	FM2	FM2	FM2
Graziano, Tina	SE (ABA)	LAN	9/1/2018	HF2	GV1	GV3	GV2
Martorana, Lori	LSS-ELEM	LAN	9/1/2017	HF3	GV2	GV4	GV3
Abate, Dara	4	LAN	9/1/2019	HF4	SB1	GS1	HF2
HBW							
Conlon, Susan	5 ELA - Carnegie	HBW	9/1/2019	DG1	SB2	DG1	DG1
Santaniello, Lauren (MLOA)	7 ELA - Carnegie	HBW	-----	DG2	SB3	DG2	DG2
Palmer, Norma	NURSE - Olmstead	HBW	9/1/2018	GC1	YM1	DG3	GC2
Chohan, Kirpa	7 MATH - Olmstead	HBW	9/1/2018	GS1	YM2	GS2	GS1
Harth, Julia	5-8 STEM - Carnegie	HBW	9/1/2019	GS2	DG1	GS3	GS2
Quispe, Liz (MLOA)	6 MATH - Carnegie	HBW	-----	DG3	GS1	CM2	GS3
Sarett, Lisa	6 MATH - Olmstead	HBW	9/1/2017	GS3	YM3	GS4	GS4
Heiser, Colleen	7 MATH - Carnegie	HBW	9/1/2017	GS4	GS2	DG4	GS5
Macagnan, David	8 Math - Olmstead	HBW	9/1/2019	GS5	GS3	YM1	GS6
Barnes, Jessica	SE - Olmstead	HBW	9/1/2017	YM1	GV3	GV5	GV4
Benshoof, Lindsay	SE (ABA)	HBW	9/1/2018	GV3	GV4	DG5	GV5
McMinn, Bethany	7 SE - Carnegie	HBW	9/1/2019	GV4	GV5	DG6	GV6
Castiglione, Kathryn	8 SS - Olmstead	HBW	9/1/2017	SB1	YM4	SB1	SB1
Kratzman, Phillip	8 SS/G&T - Carnegie	HBW	?	SB2	DG2	SB2	SB2
Ortiz, Consuelo	Spanish (MLOA) - Carnegie	HBW	-----	SB3	DG3	YM2	SB3
Qin, Yan (Jenny)*	MANDARIN - Olmstead	HBW	9/1/2016	CM1	YM5	SB3	SB4
Rodzen, Yvonne	8 ELA - Carnegie	HBW	9/1/2017	SB4	DG4	SB4	SB5
Bernstein, Edith	French (40%)	HBW	9/1/2017	SB5	YM6	DG7	YM1
Catalano, Danielle	6 SS - Olmstead	HBW	9/1/2018	YM2	SB4*	YM3	YM2
Chamma, Dara	5 ELA - Olmstead	HBW	9/1/2018	YM3	SB5	YM4	YM3
Makar, Youstina (MLOA)	French - Olmstead	HBW	-----	YM4	DG5	SB5	YM4
VHS							
Burns, Marla	LDTC	VHS	9/1/2017	FM3	FM3	FM3	FM3
Cali, Alexander	PHYSICS	VHS	9/1/2018	GS6	JC1	GS5	GS7
Fineman, Corey	PHYSICS/AP ENV.	VHS	9/1/2018	JC1	GS4	TL1	GS8
Geist, Kristi	MATH	VHS	9/1/2018	GS7	JC2	TL2	GS9
Harris, Casey	SCI	VHS	9/1/2018	TL1	GS5	GS6	GS10
Scott, Nathan	CHEMISTRY	VHS	9/1/2018	GS8	JC3	TL3	GS11
Swatowski, Matt	SE (SCI)	VHS	9/1/2017	GS9	GV6	GV6	GV7
Vogel, Alissa	SE (ELA)	VHS	9/1/2018	GV5	JC4	GV7	GV8
Benz, Maria	Media	VHS	9/1/2019	SB6	TL1	JC2	JC1
Bubay, Monica	SPANISH (60%)	VHS	9/1/2019	JC2	TL2	SB6	JC2
Roshong, Mitchell*	BUSINESS	VHS	9/1/2016	JC3	CM1	TL4	JC3
Wiemken, Ryan	MUSIC (60%)	VHS	9/1/2018	JC4	TL3	JC1	JC4
Calvo, Jessica*	SPANISH	VHS	9/1/2016	CM2	SB6	TL5	SB6
DeMaio, Taylor	LA	VHS	9/1/2017	TL2	SB7	JC3	SB7
Schram, Jessica	SS	VHS	9/1/2017	TL3	SB8	JC4	SB8
Breshan, Patrick	SS*	VHS	9/1/2017	TL4	SB9	JC5	TL1
Ma, Claire	MUSIC	VHS	9/1/2019	TL5	JC5	TL6	TL2
DISTRICT							
Shapiro, Theresa	SCHOOL PSYCH	DISTRICT	11/26/2017	FM4	FM4	FM4	FM4

Pre-conference Form



Verona Public Schools
Office of Curriculum & Instruction

Name: _____ Date: _____

Pre-Conference Form: Formal Observation

This is the pre-conference form for the first round observations for the 2015-16 school year. Please complete questions 1 through 4 and be prepared to discuss them at the pre-conference. Thank you ©

1. Clearly state the Daily Objective(s) and their connection to the Standards.

2. List of procedures/activities for the lesson (e.g., Warm up, Teacher led PowerPoint, think-pair share, video clip, teacher led discussion, exit card).

3. How do you know if your students have met the objective(s)?

4. Please identify at least 6 "Potential" Marzano Elements that are evident in your lesson.

Summer

Lunch



Summer

What are SGOs?

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.*

SGO Evolution

SGO Implementation Challenges and Evolution of Guidance

Year One

Compliance

Meet regulatory requirements
Learn the process

- Using quality assessments
- Fostering true collaboration
- Setting appropriate targets using better data

Year Two

Quality

Improve assessments
Increase collaboration
Diversify starting point data
Differentiate targets

- Using quality assessments
- Enhancing collaborative opportunities
- Moving beyond compliance

Year Three

Ownership

Improve assessments
Increase collaboration
Increase integration
Increase innovation

Complexity & Rigor

“Our District Goal”

Understanding Rigor (cont'd)

Understanding Rigor (cont'd)

Which level of the DOK wheel each activity represents and why it fits that level.

Choose two insects that you have observed and compare them.

Level 2: Basic Skills and Concepts

Name a food group.

Level 1: Recall and Reproduction

Create an in-depth character analysis, including textual and historical support for choices and perform said character.

Level 4: Extend Thinking

Identify two examples when a fork would not be the right utensil to use and explain why.

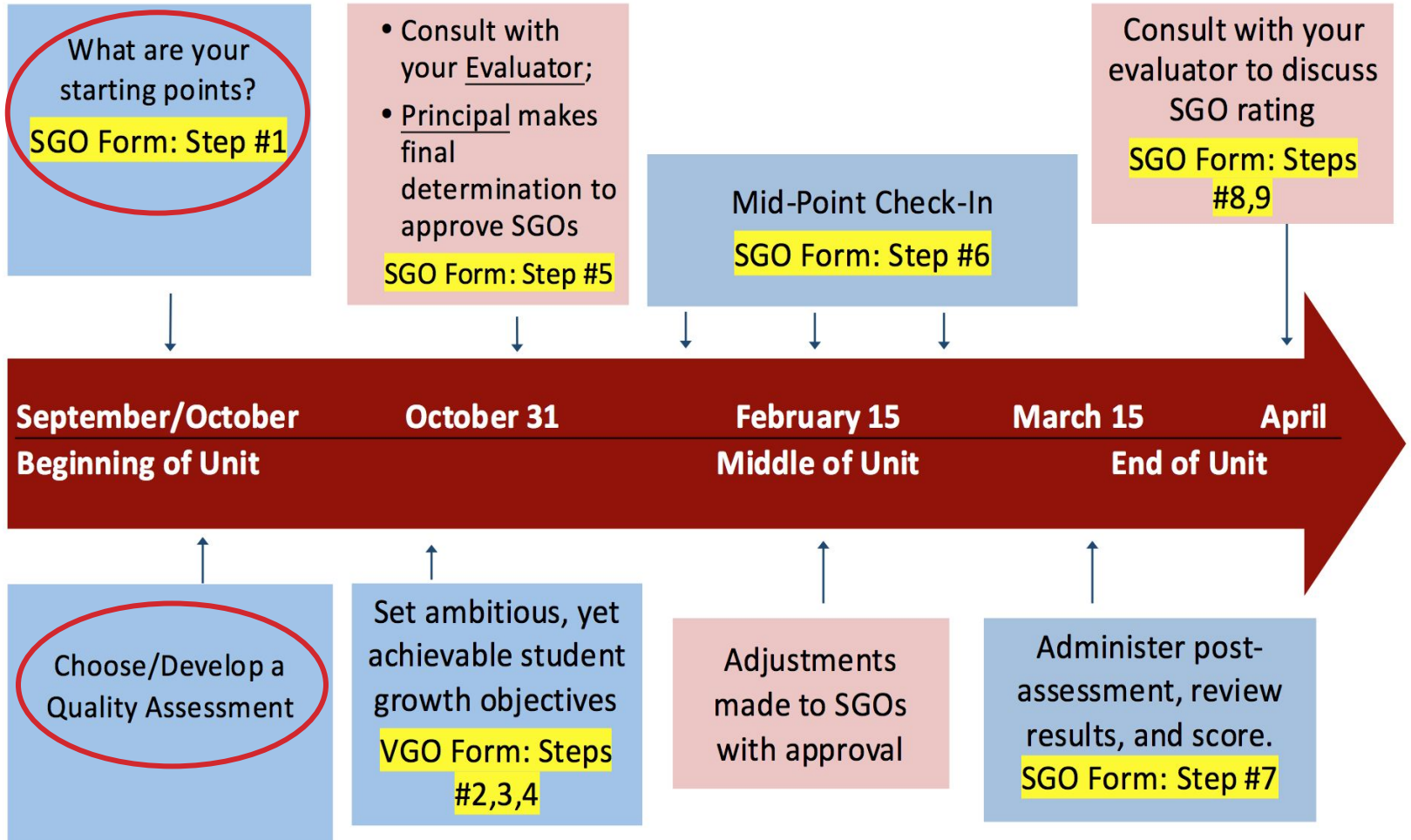
Level 3: Strategic Thinking and Reasoning

Summer

SGO "Road Map of Success"



Verona Public Schools: "Road Map of Success" for the SGO Process 2015-16



SGO in Sheets for 2015-16



Verona Public Schools Student Growth Objectives

Name		School	
Grade	Course/Subject	Number of Students 0	Interval of Instruction

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "X0% of students in each preparedness group will meet the target score by Month 15th, 2015."

1. Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group.

Refer to VGO STUDENT DATA Worksheet
Must include Student Names (or Initials) and data collected (consider ASK scores, IOWA Scores, SAT Scores, COGAT scores, Grades in previous classes, Grades on previous assessments, etc.)

2. Student Grouping and Growth Targets
Use the table to provide more detail for each group.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
High		
Medium		
Low		

3. Rationale for Student Growth Objective
a) Name the content standards covered and state the rationale for why these standards are being emphasized.
b) Name and briefly describe the format of the assessment method.

4. Scoring Plan
State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Students in Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
			Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High						
Medium						
Low						

5. Approval of Student Growth Objective
Administrators approve scoring plan and assessment used to measure student learning.

Teacher _____	Signature _____	Date _____
Evaluator _____	Signature _____	Date _____
Principal _____	Signature _____	Date _____

Summer

Student Growth Percentiles

Calculating Student Growth Percentiles



All students can show growth.

- Student Growth Percentiles (SGPs) measure how much a student has learned from one year to the next compared to students with a similar performance history from across the state (“academic peers”).

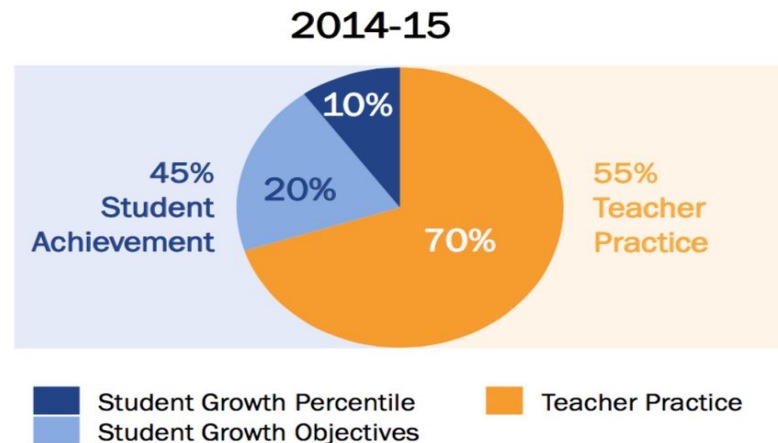
Student Growth Percentiles

mSGP Qualification and Weighting

To receive an mSGP score, teachers must:

1. Teach a 4th–8th grade Language Arts/4th-7th-grade* Math class, and
2. Be the teacher of record for at least 60% of the course prior to the assessment, and
3. Have at least 20 separate students with valid SGP scores who are enrolled in the class for at least 70% of the school year before they take the test.

- About 15-20% of New Jersey teachers will qualify



*SGP will not be calculated for 8th-grade Math for 2014-15.

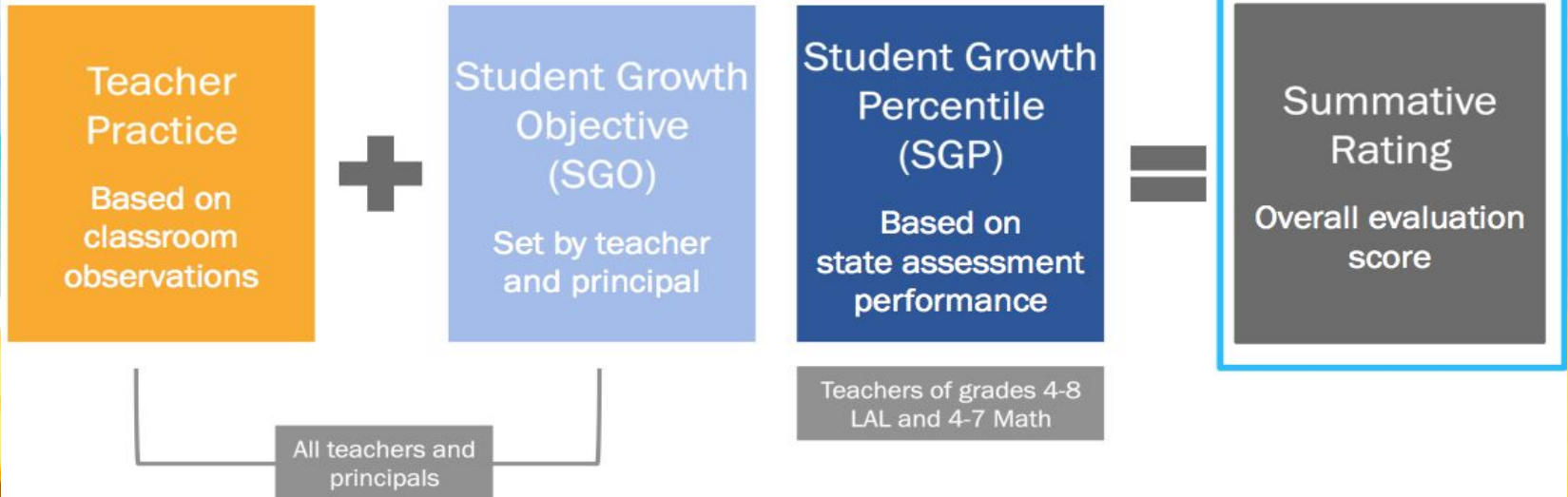
Final Evaluation Calculation

Scoring the Summative Rating

This section describes scoring for the final summative rating.

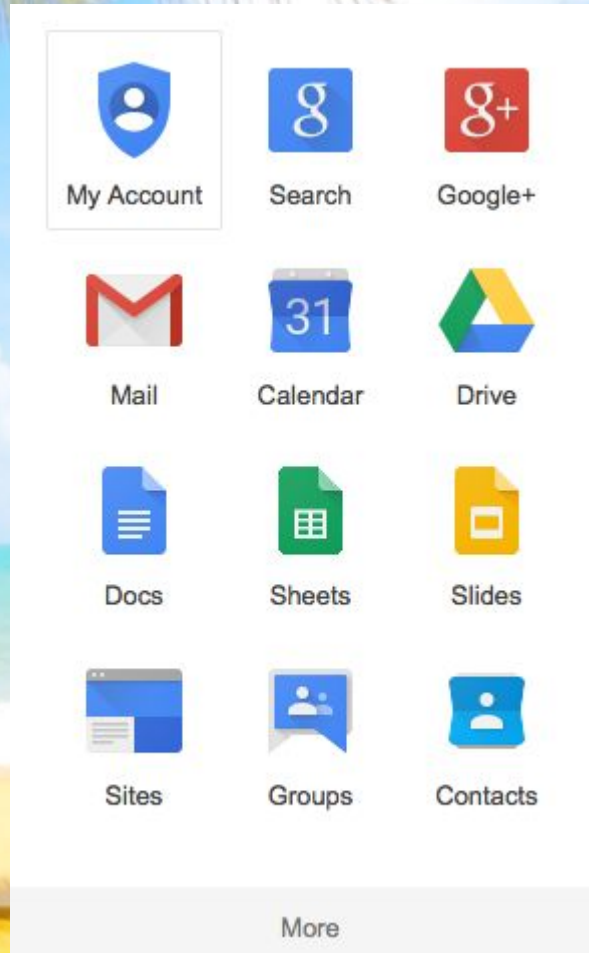
Practice

Student Achievement



Summer

Gmail, Google Sites



Summer

Bus Tour of Verona!



Summer

Today's Agenda: August 25

8:10 Breakfast

8:30 Greetings from the Administrative Team

8:45 What is UbD? Why do we use it in Verona?

10:00 Break

10:15 What are Stages 1, 2, 3 in UbD?

11:45 Lunch

12:45 Genesis

2:05 Classroom Management Day #1/GCN Online PD

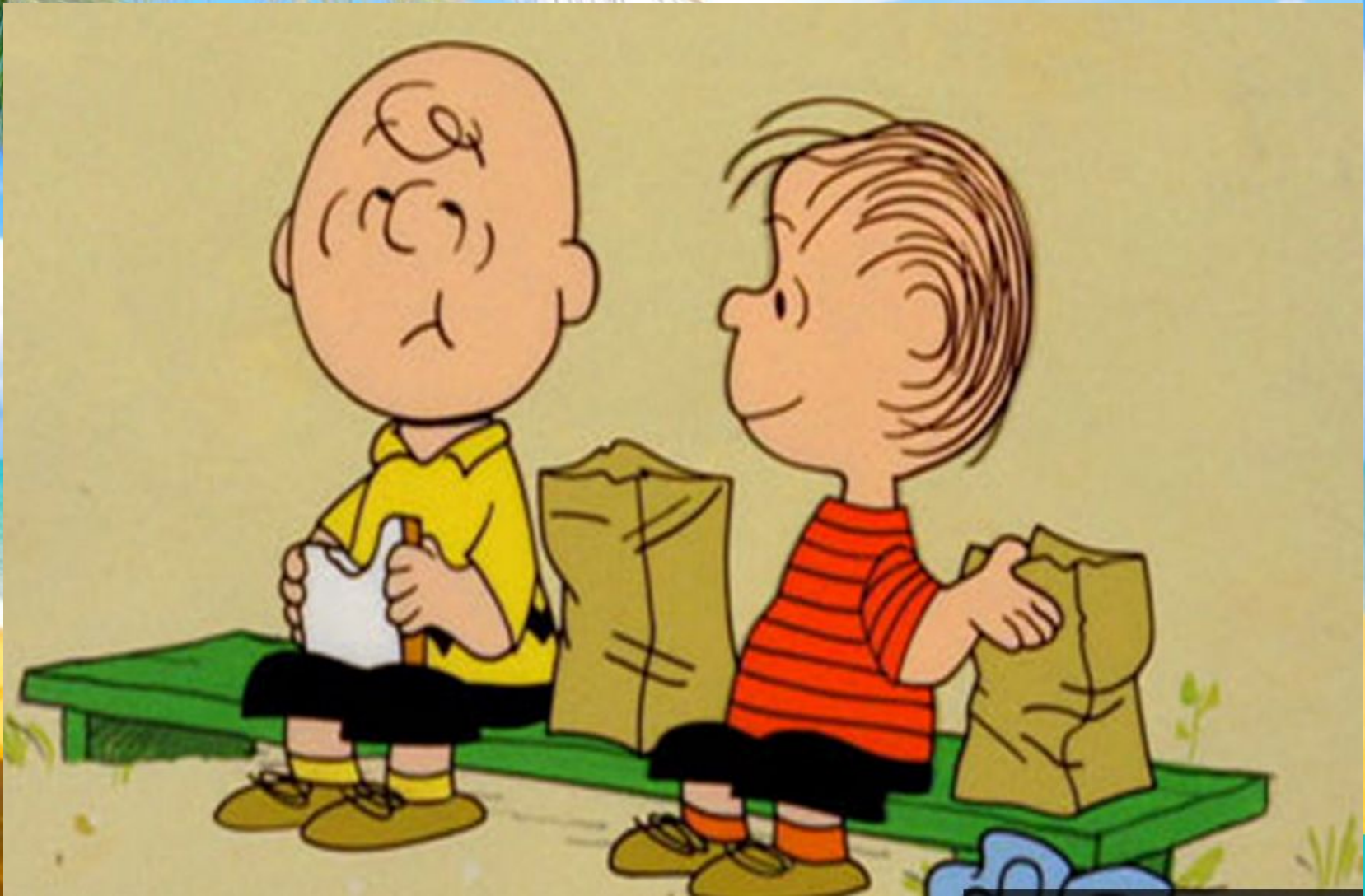
3:15 Survey...we would like your feedback!



What is UbD?

Why do we use it in Verona?

Lunch



Summer

Genesis



School Year: 2015-16

Module: studentdata

Verona Public Schools

Verona High School

Charles Mills



Student Data Registration Scheduling Next Year Scheduling Grading Attendance Calendar Transcript Setup Next >>

Student List Edit Lists Labels Mass Change Next School & Grade Passes Lunch Letters Tuition Vehicles Reports

Please be aware that you are now working in the 2015-16 School Year

<< Student Data.Student List

Student Search Address Search Grade Search

Student Search

Last Name:	<input type="text"/>	Schools:	VHS	...	Status:	Active Students Only	
First Name:	<input type="text"/>	Student ID:	<input type="text"/>	Grades:	<input type="text"/>	Gender:	<input type="text"/>
Birth Date:	<input type="text"/>	State ID:	<input type="text"/>	Locker:	<input type="text"/>	Designated Spec. Ed Flag:	<input type="text"/>
Vice Principal:	<input type="text"/>	Homeroom:	<input type="text"/>		Has Active IEP?:	<input type="text"/>	
Counselor:	<input type="text"/>	Student List:	<input type="text"/>	* Dynamic List	Has In Process Referral?:	<input type="text"/>	
Next School:	<input type="text"/>	ESL/LEP:	<input type="text"/>				
Program Type Code:	<input type="text"/>						

Search Reset More Search Options...

ID Last Name First Name School HR GR Gender Enrollment Status PL

No qualifying data found.

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Summer

Are you ready for your first day?

- What does classroom management mean to you?
- What do you have planned for your first day?
- Let's look at an example or two ...

GCN Online PD Training

- What does classroom management mean to you?
- What do you have planned for your first day?
- Let's look at an example or two ...

New Teacher Forums: 2015-16

1. Thursday, September 17 *Classroom Management*
2. Thursday, October 15 *I&RS/504/IEP*
3. Thursday, November 19 *UbD Continued...*
4. Thursday, December 10 *Reading/Brain-Based Ideas*
5. Thursday, January 14 *Instructional Strategies*
6. Thursday, February 11 *Motivating Students*
7. Thursday, March 3 *Formative v. Summative*



Thank you!

Summer