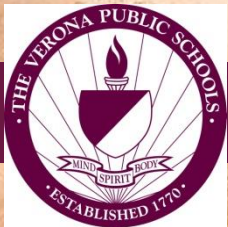


VERONA PUBLIC SCHOOLS

New Staff Orientation

August 26, 2014



Verona Public Schools

Today's Agenda

8:00 Greetings & Salutations!

8:30 Strategic Plan/District Goals

8:45 Introduction to Marzano's Teacher Evaluation Model

9:55 SGO/SGP

10:15 Introduction to Understanding by Design (UbD)

11:45 Bus Tour

1:15 Genesis/Schoolwires Overview

2:45 Business Office/Mandated Training

3:30 Closing, VEA President, Chris Tamburro

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

Essential Question

Why should we create challenging and complex assessments for our students?

- Think
- Pair/Group
- Share

Marzano

<https://www.youtube.com/watch?v=U18Vkl0uDxE>

He is the most “innovating” man in the world!



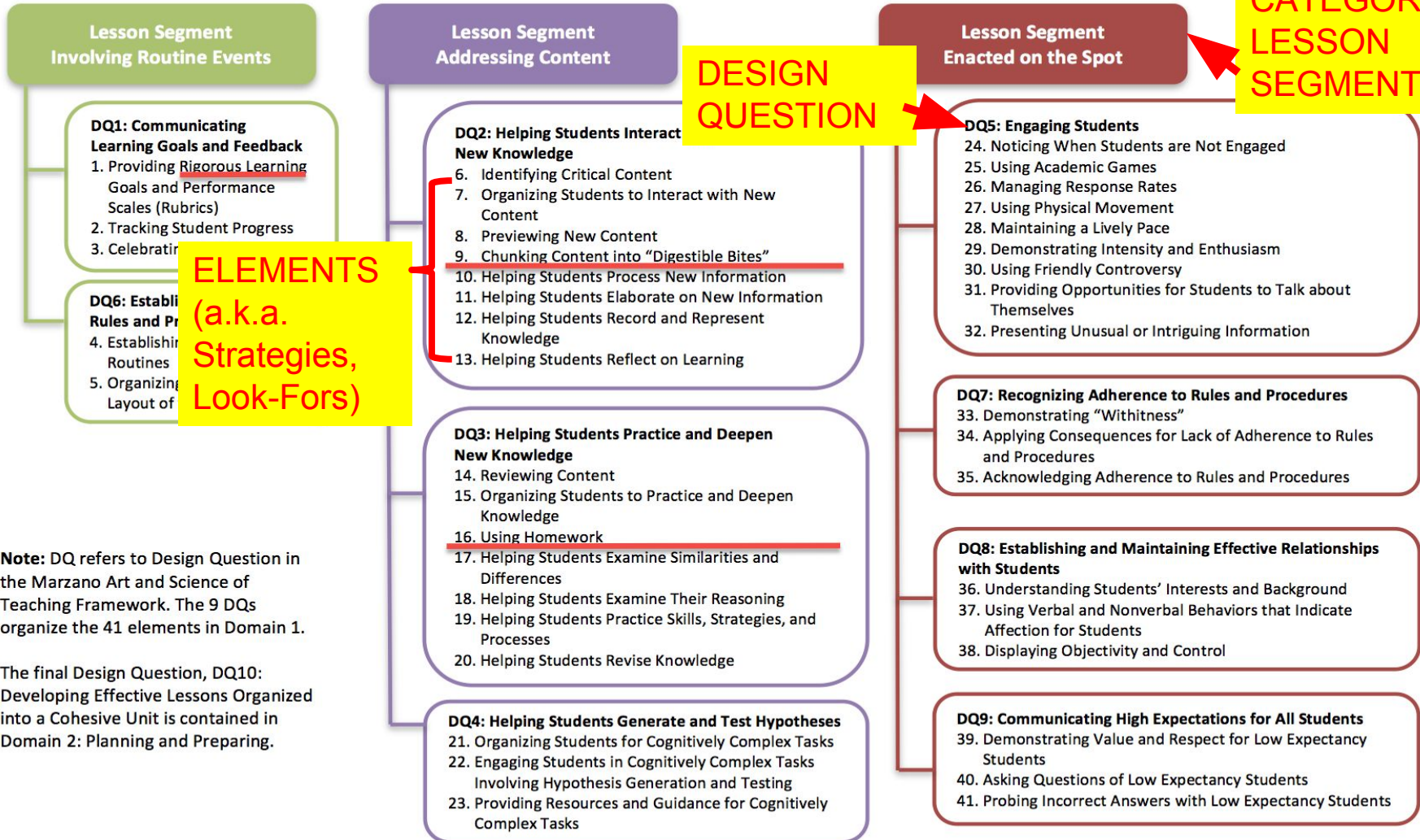
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Domain 1: Classroom Strategies and Behaviors

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.

**CATEGORY/
LESSON
SEGMENT**



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.

Sample Observation

<https://www.youtube.com/watch?v=ZFdeCkjiwACQ>

- Introductory math lesson on functions
 - Observe lesson
 - What stands out?
 - What are the Dominant Elements?
 - Discuss with group
 - Share
 - Learning map (*Domain 1*)
 - Marzano Scale (*rate each Dominant Element*)

Marzano Protocol Example

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain student engagement in content.

Example Teacher Evidence

- Teacher balances a lively pace with the need for adequate time to respond to specific activities and assignments
- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e., speeds up and slows down)

Example Student Evidence

- Students stay engaged when the pace of the class is not too fast or too slow
- Students quickly adapt to transitions and re-engage when a new activity is begun
- Students describe the pace of the class as not too fast or not too slow

Scale

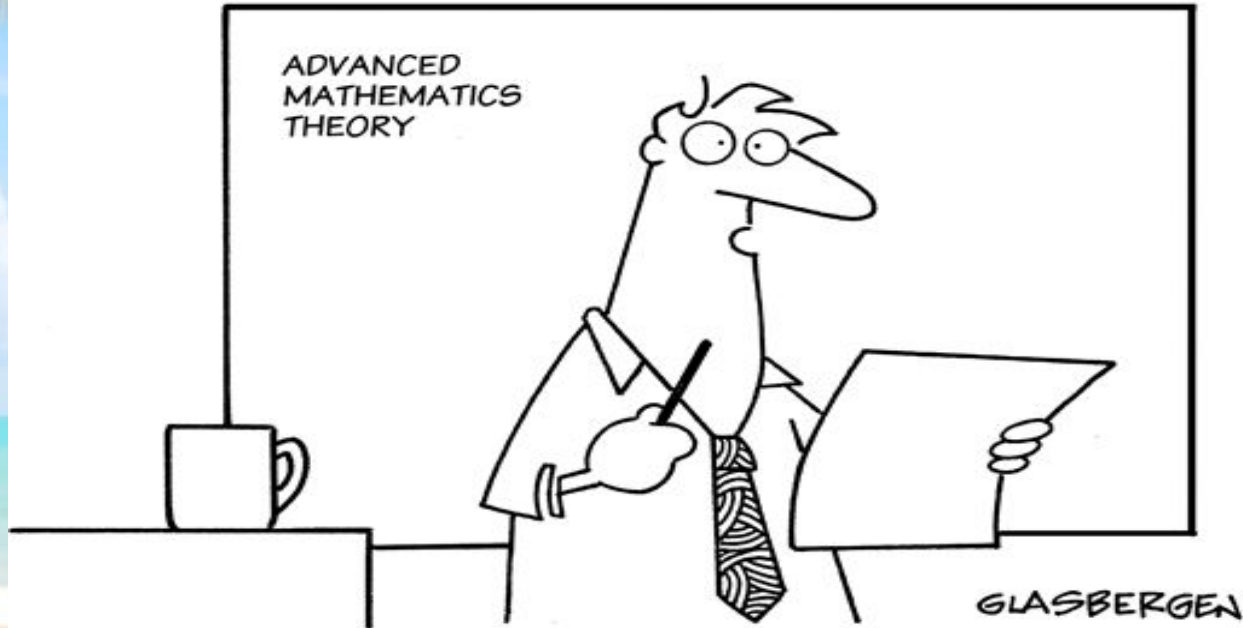
	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses pacing techniques to maintain student engagement.	Uses pacing techniques to maintain student engagement and monitors the extent to which students remain engaged.	Adapts and creates new strategies for unique student needs and situations.

Reflection Questions

	Not Using	Beginning	Developing	Applying	Innovating
Maintaining a lively pace	How can you begin to incorporate some aspects of this strategy into your instruction?	How can you use pacing techniques to maintain student engagement?	In addition to pacing techniques to maintain student engagement, how can you monitor the extent to which students remain engaged?	How might you adapt and create new pacing techniques that address unique student needs and situations?	What are you learning about your students as you adapt and create new strategies?

Final 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.”

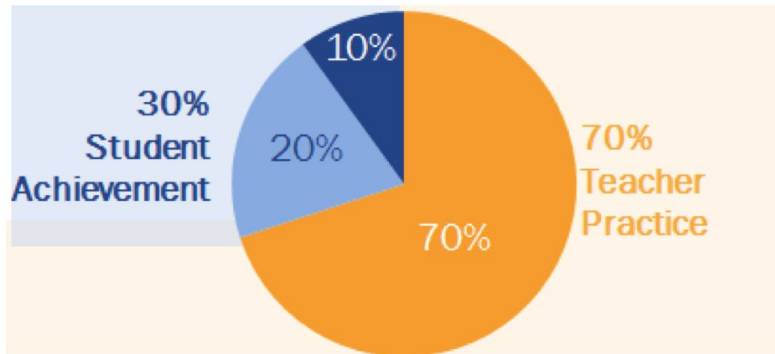
Final Evaluation Calculation

How is Teacher Practice Measured?

Teacher practice counts for 70 to 80 percent¹ of the overall evaluation depending upon the grade(s) and subject area(s) taught by the teacher:

2014 - 2015 Weights: Tested Grades and Subjects

Teachers in Grades 4 - 8,
Language Arts/Math

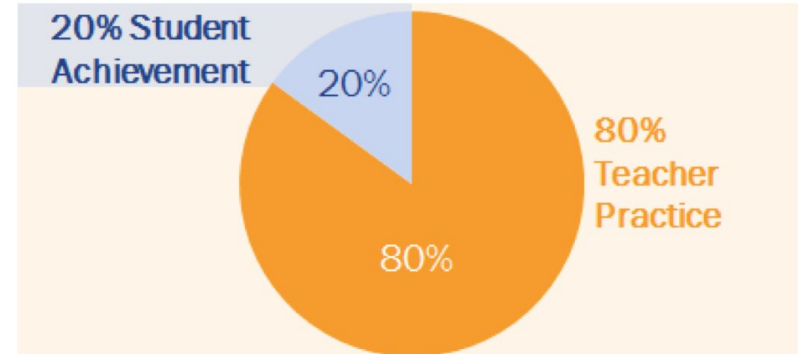


■ Student Growth Percentile ■ Teacher Practice
■ Student Growth Objectives

Less than 20 percent of New Jersey teachers currently fall into this category.

2014 - 2015 Weights: Non - Tested Grades and Subjects

Teachers Outside of Grades 4 - 8 Language Arts/Math



■ Student Growth Objectives ■ Teacher Practice

More than 80 percent of New Jersey teachers currently fall into this category.

Observation & Final Evaluation

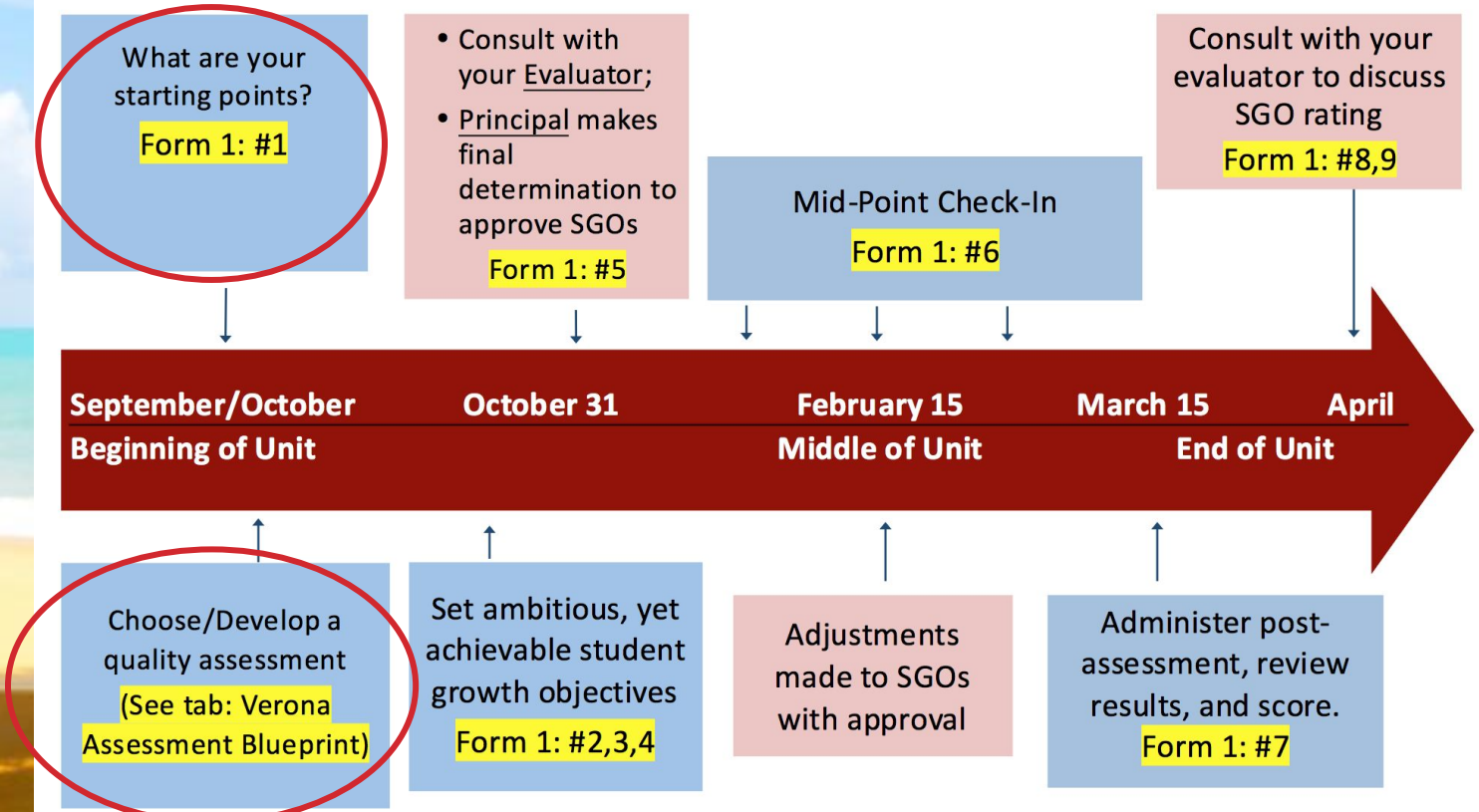
NON-TENURED TEACHER OBSERVATION/EVALUATION SCHEDULE 14-15 (7.30.14)							
NAME	GRADE/SUBJ.	SCHOOL	TENURE DATE	OBS # 1 PRE&POST - LONG OBSERVATION DUE 12/1/14	OBS #2 POST ONLY - LONG OBSERVATION DUE 2/3/15	OBS #3 POST ONLY - SHORT OBSERVATION DUE 3/30/15	FINAL EVALUATION DUE 4/17/15
BRK							
Brucchieri, Marissa (MLOA)	3	BRK	-----	NR1	-----	-----	-----
Conlon, Susan (MLOA)	4	BRK	-----	RR2	AL1	RR1	RR1
Walker, Corisa	MEDIA SPEC.	BRK/FNB	9/1/15	RR3	AL2	CM1	RR2
FNB							
Rodgers, Maria	Nurse	BRK/FNB	9/1/18	AL1	RR1	LS1	AL1
Passage, Kara	SE/LLD	FNB	9/1/15	CM1	GV1	AL1	GV1
Aldworth, Gillian	CST/SPEECH	FNB/BRK	9/1/15	LS1	LS1	LS2	LS1
FOR							
Pompelio, Katherine (MLOA)	4	FOR	-----	JM1	-----	-----	-----
Kaithern, Kaleigh	77% KDG.	FOR/LAN	9/1/17	JM2	JD1	JM1	JM1
Peri, Vincent*	MUSIC	FOR/LAN	9/1/16	JM3	HF1	JD1	JM2
LAN							
Graziano, Tina	SE (ABA)	LAN	9/1/18	JD1	GV2	GV1	GV2
Martorana, Lori	LSS-ELEM	LAN	9/1/17	GV1	JD2	GV2	GV3
Carter, Leslie	4	LAN	9/1/18	JD2	JM1	GS1	JD1
Ellenbogen, Kristina	1	LAN	9/1/17	JD3	JM2	SB1	JD2
Arlotta, Theresa	SPEECH/LANG	LAN	9/1/18	LS2	LS2	LS3	LS2
Leshowitz, Diane	LDTC	LAN	9/1/18	LS3	LS3	LS4	LS3
HBW							
Scherr, Sarah (MLOA)	ELA	HBW	-----	SB1	-----	-----	-----
Chohan, Kirpa	6/7 MATH	HBW	9/1/18	GS1	CM1	HF1	GS1
Heiser, Colleen	7/8 MATH	HBW	9/1/17	CM2	GS1	YM1	GS2
Sarett, Lisa	7/8 MATH	HBW	9/1/17	YM1	GS2	GS2	GS3
Barnes, Jessica	SE	HBW	9/1/17	GV2	GV3	HF2	GV4
Benshoof, Lindsay	SE (ABA)	HBW	9/1/18	GV3	HF2	GV3	GV5
Chamma, Dara	SE (60%)	HBW	9/1/18	HF1	GV4	YM2	GV6
Waldron, Lindsey (MLOA)	SE	HBW	-----	GV4	GV5	SB2	GV7
Bernstein, Edith	French (40%)	HBW	9/1/17	HF2	YM1	SB3	HF1
Castiglione, Kathryn	6 SCI/ELA	HBW	9/1/17	GS2	HF3	YM3	HF2
Aldiero, Deborah*	NURSE	HBW	9/1/16	LS4	HF4	YM4	LS4
Catalano, Danielle	6 SS	HBW	9/1/18	SB2	SB1	HF3	SB1
Makar, Youstina (MLOA)	French	HBW	-----	YM2	HF5	SB4	SB2
Paula, Mirja	SPANISH	HBW	9/1/15	SB3	YM2	CM2	SB3
Qin, Yan (Jenny)*	MANDARIN	HBW	9/1/16	YM3	SB2	HF4	SB4
Rodzen, Yvonne	7 LA	HBW	9/1/17	YM4	SB3	HF5	YM1
Moschella, Paul	6 LA/SCI	HBW	9/1/15	CM3	YM3	GS2	YM2

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SGO “Road Map of Success”



Verona Public Schools: “Road Map of Success” for the SGO Process 2014-15



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Important Points for SGO Development

Teach. Lead.

Understand	Take Action
<p>1. SGOs are learning goals for key concepts and skills that students can be expected to master in a course based on an approximate sense of where they start.</p>	<ul style="list-style-type: none"> • Base learning goals on what you want students to know and do by the end of the SGO period. • Get a rough sense of where students begin by using multiple measures of student prior learning. • Use pre-assessments only when appropriate (see section below on Using Multiple Measures).
<p>2. SGO quality is critically dependent on summative assessment* quality.</p>	<ul style="list-style-type: none"> • Increase the quality of the SGO summative assessments and develop common assessments where possible. (see section on Accurately Assessing Student Learning)
<p>3. SGOs should be a true reflection of the daily practice of effective teachers and of the curriculum and students an educator teaches. (2013-14: Lessons from Educators, section 6)</p>	<ul style="list-style-type: none"> • Align critical standards, effective instruction, and high quality assessment in SGOs. • Incorporate a significant number of students and portion of curriculum within the SGO(s) (see SGO Quality Rating Rubric). • Set differentiated learning goals for students based on their starting points (Tiered SGOs).
<p>4. SGOs should be collaborative; teacher-driven, administrator-supported, and student-centered (as stated in code 6A:10-4.2 (e)3).</p>	<ul style="list-style-type: none"> • Even though administrators are responsible for approving and scoring SGOs, they should encourage teachers to take ownership of the SGO process as a powerful way to improve teacher practice and student achievement.

*Such assessments include portfolios, performance assessments, benchmark assessments, finals (modified as needed), program-based assessments, standardized tests (e.g. AP), and others.

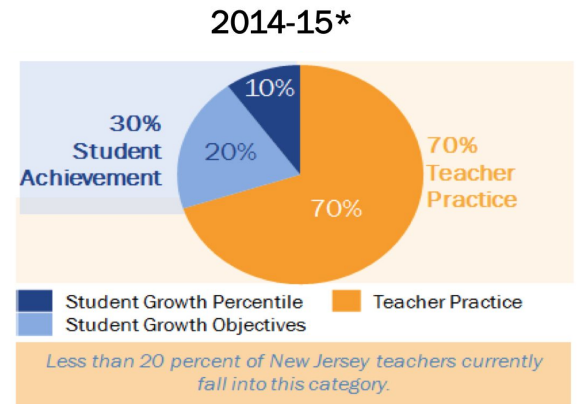
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Student Growth Percentiles

mSGP Qualification and Weighting

To receive an mSGP score, teachers must:

1. Teach a 4th–8th grade Math or Language Arts 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 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

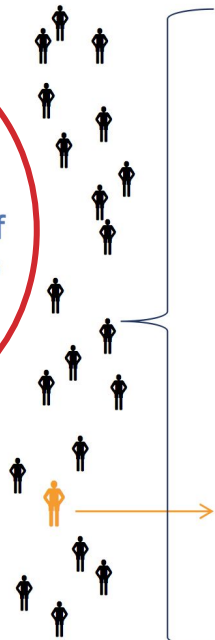


*weights pending approval of related regulations by the State Board

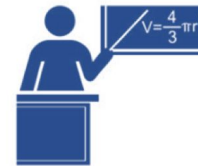
Teacher SGP

Determining a Teacher's mSGP Rating

Albert's SGP is arranged along with the SGPs of all his teacher's students from low to high.



Student	SGP Score
Hugh	12
Eve	16
Clarence	22
Clayton	24
Earnestine	25
Helen	31
Clinton	35
Tim	39
Jennifer	44
Jaquelyn	46
Lance	51
Roxie	53
Laura	57
Julio	61
Selena	65
Ashlee	66
Albert	70
Mathew	72
Marcus	85
Charles	89
Milton	97



Median SGP Score

Albert's teacher receives an effectiveness rating by taking the median SGP score - in this case, 51.

New Teacher Forums 2014-15

Thursday, October 9

– *Marzano & SGO*

Thursday, February 12

– *Marzano & NJPSFT*

Thursday, November 13

– *Marzano Domains 2-4*

Thursday, April 9

– *Reflection*

Thursday, December 11

– *Marzano & UbD “Big Ideas”*

Thursday, June 11

– *Celebration!*

*All meetings will be held in the BOE conference room
3:15-4:45*

Professional Learning for 2014-15

September 2

- AM – Superintendent Welcome, VEA President Welcome
- PM - Building based

September 3

- Dr. Karin Hess, DOK Complexity
- Marzano & SGO Updates
- Dr. Jane Pettrozino, Dyslexia Training

September 24

- DOK/SGO Development, Continue work on DOK Unit #1 Common Assessment & Performance Task

October 31

- Wrap-Up SGOs, Begin DOK Unit #2 Common Assessment & Performance Task

November 5

- All Staff – Meet at VHS Auditorium for HIB, Affirmative Action, School Security Updates

February 17

- Continue DOK Unit Common Assessment Development & Performance Task
- Review PARCC
- Review SGOs
- Review SGPs

**Please note: This is a tentative schedule*

March 13

- Continue DOK Unit Common Assessment Development & Performance Task
- Review/Analyze SGOs (Post assessments)

Summer



Thank you!

Summer