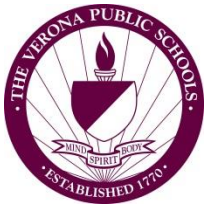
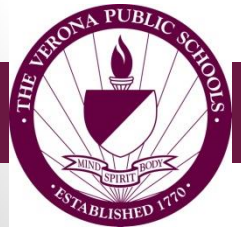
VERONA PUBLIC SCHOOLS



Teacher Evaluation Handbook 2013-14



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 determines what works best in his or her particular situation."

  ~ Marzano

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TEACHNJ

Teacher Evaluation: *Teacher Practice Protocols*

- **Long:** 40 minutes, with post-conference
- **Short:** 20 minutes, with post-conference

Teacher Categories		Minimum # of Observations Required	Multiple Observers
Nontenured	Years 1–2	**3** *(2 long, 1 short)*	Required
	Years 3–4	**3** *(1 long, 2 short)*	
Tenured	Effective Highly Effective	**3** *(0 long, 3 short)*	Recommended
Corrective Action Plan		**+1** (*length at district discretion)*	Required

Notes:

- Long observations for non-tenured teachers must have a pre-conference. Long observations, beyond the minimum requirements, do not require pre-conferences.
- Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.

TEACHNJ

		4-yr Timeline for Earning Tenure*	Earning Tenure Linked to Evaluation Rating*	Rubric must have 4 Rating Categories**	Automatic Trigger for Tenure Charges***	ScIP conducts evaluation	Individual PD Plan	CAP	Streamlined Arbitration Process
"All Teaching Staff Members"	Teacher (holding and working under instructional certificate)	✓	✓	✓	✓	✓	✓	✓	✓
	Principal, VP/AP (holding position & has administrative certificate)	✓	✓	✓	✓		✓	✓	✓
	Director, Supervisor	✓		✓			✓	✓	✓
	School Nurse, Athletic Trainer	✓		✓			✓	✓	✓
	Counselor, Therapist	✓		✓			✓	✓	✓
	Secretarial & Custodial Staff								✓
	Teacher at State Institution/ Katzenbach								✓

Approved 8/6/12** * Highly Effective, Effective, Partially Effective, Ineffective** **(*** i.e. after 2 ineffective ratings)**

Teacher Evaluation:
Training and reliability provisions

- **All teaching staff members** being evaluated **must be trained** on evaluation rubric.
- Before observing for the purpose of evaluation, all **observers must be trained** on the instrument.
- **All observers** must participate in **2 "co-observations"** (i.e. double-scored observations).
- All evaluators must participate in **yearly "refresher"** training.
- **CSA/Superintendent will certify** every year that observers for the purpose of evaluation have been trained.

Verona

Observation

Cycle

2013-14

Observation #1 for 2013-14

Tenure & Non-Tenure: 40 minutes (or longer) & Announced

- 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
- Teacher completes reflection form in iObservation
- Teacher meets with observer for instructional feedback
- Observation due to the teacher within 10 school days following the observation

Observation #2 for 2013-14

Tenure & Non-Tenure: 20 minutes (or longer)/40 minutes (or longer) respectively & Announced

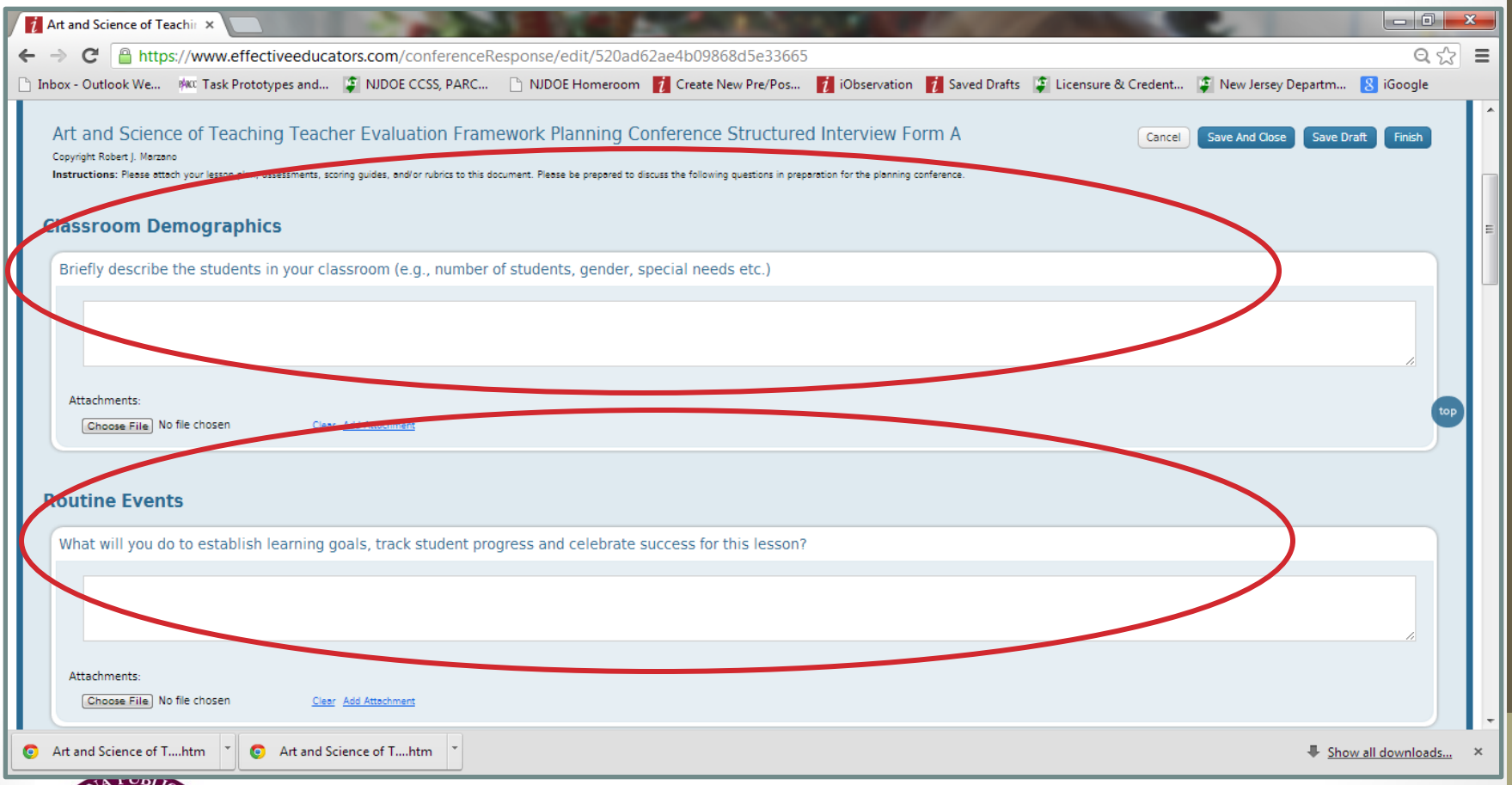
- Teacher completes pre-observation form in iObservation
- Pre-conference with administrator (discuss lesson and the 5 to 7 elements or "look fors" from Design Questions #1, #2, #3, #4, or #5 to observe/coach)
- Formal observation occurs
- Teacher completes reflection form in iObservation
- Teacher meets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

Observation #3 for 2013-14

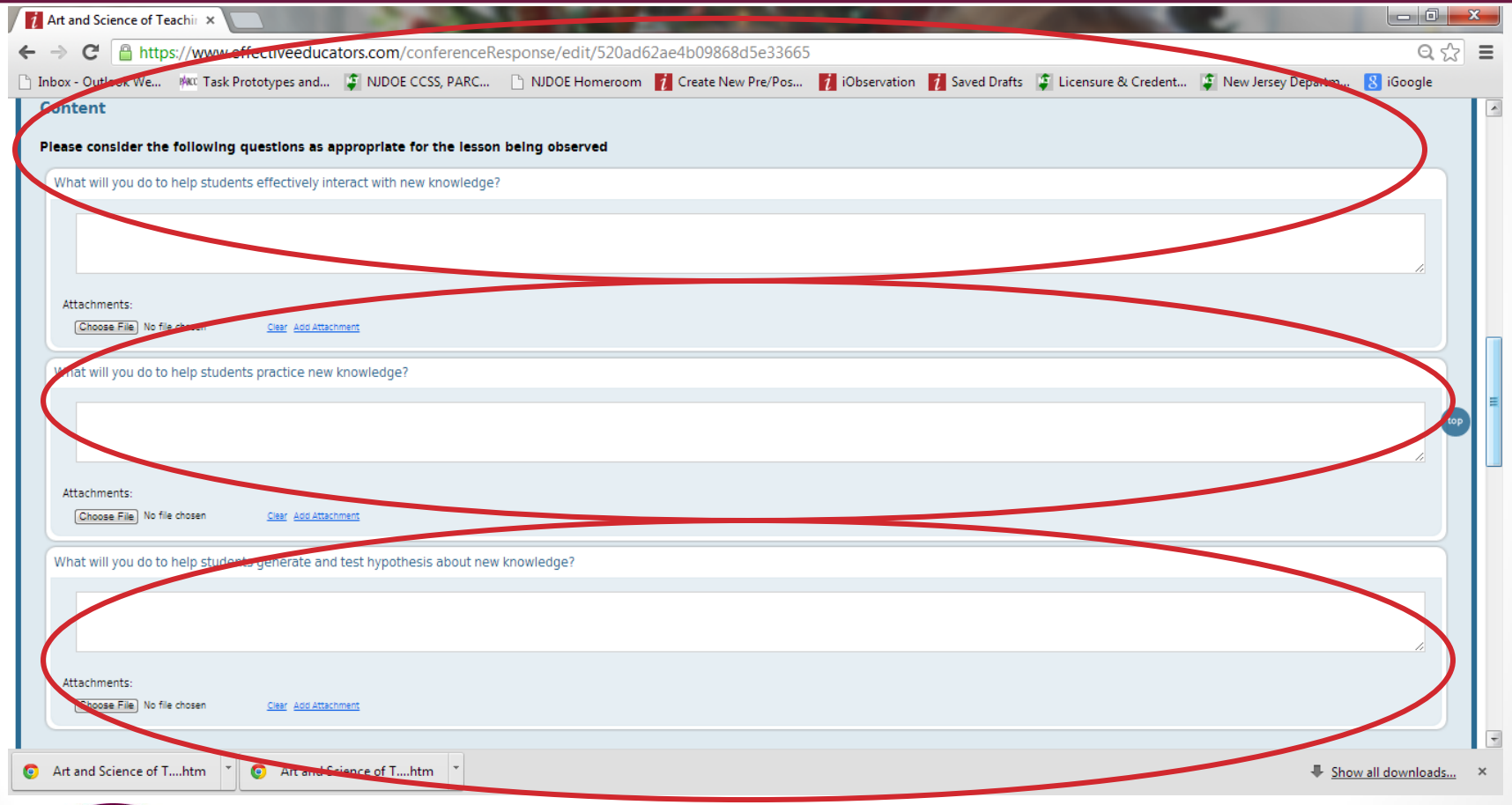
Tenure & Non-Tenure: 20 minutes (or longer) & Unannounced

- No pre-conference prior to the formal observation
- *Teacher does not complete pre-conference form iObservation*
- Formal observation occurs
- Teacher completes reflection form in iObservation
- Teacher meets with observer for instructional feedback
- Observation due to the teacher within 10 school days following the observation

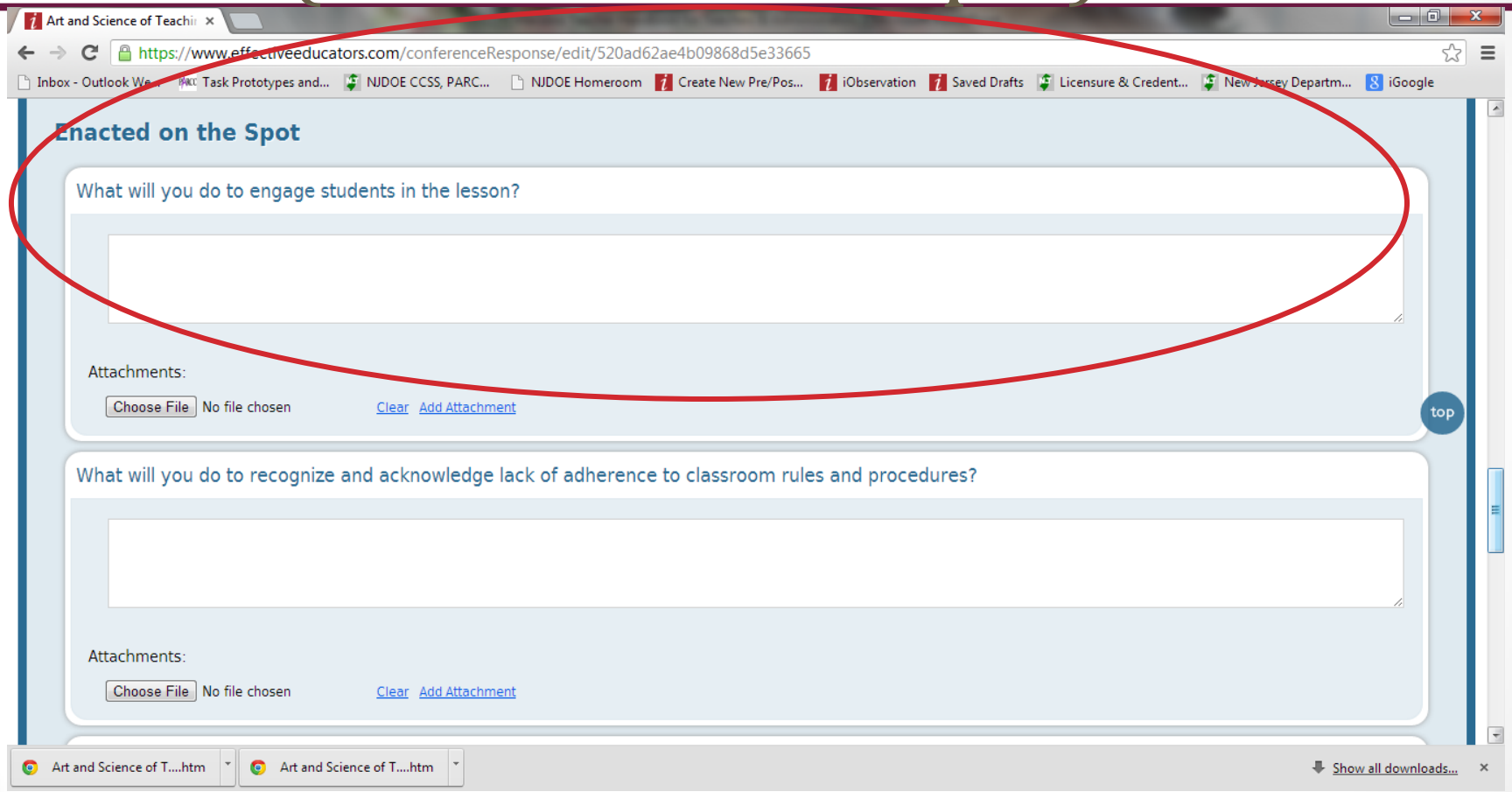
Verona Observation: Pre-Conference Form (Involving Routine Events)



Verona Observation: Pre-Conference Form (Addressing Content)



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



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)*

Verona Observation: Reflection Post-Conference Form

Overall, how do you think the lesson went and why?

Routine Events

In what ways did students meet or not meet the learning goals you established for this lesson? How did your assessments inform your understanding of student learning?

To what extent did the organization of your classroom (room arrangement, materials) and your rules and procedures maximize student learning?

Content

How did the strategies you used to introduce new content to students support student learning?

Marzano: Important Definitions

Domains: Areas of causal links to student achievement. The Marzano model has four domains:

1. Classroom Strategies and Behaviors
2. Planning and Preparation
3. Reflecting on Teaching
4. Collegiality and Professionalism

Greatest emphasis/weight is placed on Domain 1 in this model because Marzano finds evidence that this is the strongest causal link between what a teacher does and student performance/outcomes.

Lesson Segments: Parts of a lesson, each of which has important characteristics. Each segment contains different roles for teachers and students. Each segment has multiple goals, which can be successfully met by a variety of actions. The Marzano framework contains three general categories of lesson segments: lesson segments addressing content, lesson segments enacted on the spot, and lesson segments involving routine events. The 10 design questions are organized under each segment.

Design Questions: Questions that Marzano has determined that teachers need to keep in mind when planning and enacting a lesson or lesson/segment.

Elements: These are the observable strategies that teachers use to make sure that the design questions are being met.

Protocols: These are the rubrics that help us design a strategy/element, and they help us measure to what extent a strategy/element (of a lesson) was successful.

Desired Effect: The desired student outcome of a particular strategy/element.

Marzano

Domain #1:

Classroom Strategies & Behaviors

The Marzano Art and Science of Teaching Framework

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

Domain 1: Classroom Strategies and Behaviors

STAGE 1

UNIT PLANNING

A

M

T

Lesson Segments Involving Routines and Student Events

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and 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

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting 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. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising 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

Lesson Segments 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

DQ8: 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

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

Design Questions for 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? (Acquisition - UbD)**

DQ3: **What will I do to help students practice and deepen understanding of new knowledge? (Meaning - UbD)**

DQ4: **What will I do to help students generate and test hypotheses about new knowledge? (Transfer – UbD)**

DQ5: **What will I do to engage students?**

DQ6: What will I do to establish and maintain classroom rules and procedures?

DQ7: and What will I do to recognize adherence and lack of adherence to classroom rules 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?**

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. <u>Providing Clear Learning Goals and Scales (Rubrics)</u>

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***

Informal, Simplistic Scale

(We will develop student scales in Winter 2014)

4: I understand this so well that I can do the assignment and I can apply it to any new situation

3: I completely understand the big idea and can work on my own

2: I understand the basic ideas, but have some questions

1: I don't understand much of what we are doing, and I really need help

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***

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 ❒ 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 ❒ ❒
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 and Reflection Questions

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations. *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?*	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. *How does the teacher monitor (majority) students to determine if the strategy has the desired effect?*	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance. *What evidence(s) does the teacher demonstrate to at this level of implementation?*	Uses strategy incorrectly or with parts missing. *What evidence(s) does the teacher demonstrate at this level of implementation?*	Strategy was called for but not exhibited. *What evidence(s) does the teacher demonstrate at this level of implementation?*

Design Question #2

https://www.effectiveeducators.com/resource/show/4e2d8ee85d17508eb1089a35

- ***How do you help students effectively interact with new knowledge?***
  - Identify critical-input experiences
  - Preview the content prior to critical-input experience
  - Organize students into groups to enhance the active processing of information
  - Present new information in small chunks and ask for descriptions, discussions, and predictions
  - Ask questions that require students to elaborate on information
  - Have students write out their conclusions or represent their learning nonlinguistically
  - Have students reflect on their learning

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- ❑ Teacher begins the lesson by explaining why upcoming content is important
- ❑ Teacher tells students to get ready for some important information
- ❑ Teacher cues the importance of upcoming information in some indirect fashion
  - ❑ Tone of voice
  - ❑ Body position
  - ❑ Level of excitement

Student Evidence

- ❑ When asked, students can describe the level of importance of the information addressed in class
- ❑ When asked, students can explain why the content is important to pay attention to
- ❑ Students visibly adjust their level of engagement

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- ❑ Teacher has established routines for student grouping and student interaction in groups
- ❑ Teacher organizes students into ad hoc groups for the lesson
  - ❑ Diads
  - ❑ Triads
  - ❑ Small groups up to about 5

Student Evidence

- ❑ Students move to groups in an orderly fashion
- ❑ Students appear to understand expectations about appropriate behavior in groups
  - ❑ Respect opinions of others
  - ❑ Add their perspective to discussions
  - ❑ Ask and answer questions

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- ❑ Teacher uses preview question before reading
- ❑ Teacher asks or reminds students what they already know about the topic
- ❑ Teacher has students brainstorm
- ❑ Teacher uses motivational hook/launching activity.
  - ❑ Anecdotes, Short Selection from Video
- ❑ Teacher uses K-W-L strategy or variation of it
- ❑ Teacher provides an advanced organizer
  - ❑ Outline, Graphic organizer
- ❑ Teacher uses anticipation guide
- ❑ Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- ❑ When asked, students can explain linkages with prior knowledge
- ❑ When asked, students make predictions about upcoming content
- ❑ When asked, students can provide a purpose for what they are about to learn
- ❑ Students actively engage in previewing activities

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

9. <u>Chunking Content into "Digestible Bites"</u>

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- ❑ Teacher stops at strategic points in a verbal presentation
- ❑ While playing a video tape, the teacher turns the tape off at key junctures
- ❑ While providing a demonstration, the teacher stops at strategic points
- ❑ While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- ❑ When asked, students can explain why the teacher is stopping at various points
- ❑ Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

10. Group Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- ❑ Teacher has group members summarize new information
- ❑ Teacher employs formal group processing strategies
  - ❑ Jigsaw
  - ❑ Reciprocal Teaching
  - ❑ Concept attainment

Student Evidence

- ❑ When asked, students can explain what they have just learned
- ❑ Students volunteer predictions
- ❑ Students voluntarily ask clarification questions
- ❑ Groups are actively discussing the content
  - ❑ Group members ask each other and answer questions about the information
  - ❑ Group members make predictions about what they expect next

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- ❑ Teacher asks explicit questions that require students to make elaborative inferences about the content
- ❑ Teacher asks students to explain and defend their inferences
- ❑ Teacher presents situations or problems that require inferences

Student Evidence

- ❑ Students volunteer answers to inferential questions
- ❑ Students provide explanations and "proofs" for inferences

Scale Levels: (choose one)

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

DQ2: Helping Students Interact with New Knowledge

12. <u>Recording and Representing Knowledge</u>

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- ❑ Teacher asks students to summarize the information they have learned
- ❑ Teacher asks students to generate notes that identify critical information in the content
- ❑ Teacher asks students to create nonlinguistic representations for new content
  - ❑ Graphic organizers
  - ❑ Pictures
  - ❑ Pictographs
  - ❑ Flow charts
- ❑ Teacher asks students to create mnemonics that organize the content

Student Evidence

- ❑ Students' summaries and notes include critical content
- ❑ Students' nonlinguistic representations include critical content
- ❑ When asked, students can explain main points of the lesson

Scale Levels: (choose one)

Innovating ❑ Applying ❑ Developing ❑ Beginning ❑ Not Using ❑ Not Applicable

DQ2: Helping Students Interact with New Knowledge

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- ❑ Teacher asks students to state or record what they are clear about and what they are confused about
- ❑ Teacher asks students to state or record how hard they tried
- ❑ Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- ❑ When asked, students can explain what they are clear about and what they are confused about
- ❑ When asked, students can describe how hard they tried
- ❑ When asked, students can explain what they could have done to enhance their learning

Scale Levels: (choose one)

Innovating ❑ Applying ❑ Developing ❑ Beginning ❑ Not Using ❑ Not Applicable

Design Question #3

https://www.effectiveeducators.com/resource/show/4e2d8e555d17508eb10898b8

- ***How do you help students practice and deepen their understanding of new knowledge?***
  - Create tasks that require students to examine similarities and differences
  - Help students identify errors in thinking
  - Provide opportunities for students to practice skills, strategies, and processes
  - Determine the extent to which cooperative groups are used
  - Assign purposeful homework that involves appropriate participation from the home
  - Have students revise and make corrections in their academic notebooks

DQ3: Helping Students Practice and Deepen New Knowledge

14. <u>Reviewing Content</u>

The teacher engages students in a brief review of content that highlights the critical information.

Teacher Evidence

- ❑ Teacher begins the lesson with a brief review of content
- ❑ Teacher uses specific strategies to review information
  - ❑ Summary
  - ❑ Problem that must be solved using previous information
  - ❑ Questions that require a review of content
  - ❑ Demonstration
  - ❑ Brief practice test or exercise

Student Evidence

- ❑ When asked, students can describe the previous content on which new lesson is based
- ❑ Student responses to class activities indicate that they recall previous content

Rate Levels: (choose one)

Innovating ❑ Applying ❑ Developing ❑ Beginning ❑ Not Using ❑ Not Applicable

DQ3: Helping Students Practice and Deepen New Knowledge

15. <u>Organizing Students to Practice and Deepen Knowledge</u>

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- ❑ Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- ❑ Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- ❑ When asked, students explain how the group work supports their learning
- ❑ While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
  - ❑ Asking each other questions
  - ❑ Obtaining feedback from their peers

Scale Levels: (choose one)

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

DQ3: Helping Students Practice and Deepen New Knowledge

16. <u>Using Homework</u>

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Teacher Evidence

- ❑ Teacher communicates a clear purpose for homework
- ❑ Teacher extends an activity that was begun in class to provide students with more time
- ❑ Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence

- ❑ When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- ❑ Students ask clarifying questions of the homework that help them understand its purpose

Scale Levels: (choose one)

❑ Innovating ❑ Applying ❑ Developing ❑ Beginning ❑ Not Using ❑ Not Applicable

DQ3: Helping Students Practice and Deepen New Knowledge

17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- ❑ Teacher engages students in activities that require students to examine similarities and differences between content
  - ❑ Comparison activities
  - ❑ Classifying activities
  - ❑ Analogy activities
  - ❑ Metaphor activities
- ❑ Teacher facilitates the use of these activities to help students deepen their understanding of content
- ❑ Ask students to summarize what they have learned from the activity
- ❑ Ask students to explain how the activity has added to their understanding

Student Evidence

- ❑ Student artifacts indicate that their knowledge has been extended as a result of the activity
- ❑ When asked about the activity, student responses indicate that they have deepened their understanding
- ❑ When asked, students can explain similarities and differences
- ❑ Student artifacts indicate that they can identify similarities and differences

Scale Levels: (choose one)

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

DQ3: Helping Students Practice and Deepen New Knowledge

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- ❑ Teacher asks students to examine information for errors or informal fallacies
  - ❑ Faulty logic
  - ❑ Attacks
  - ❑ Weak reference
  - ❑ Misinformation
- ❑ Teacher asks students to examine the strength of support presented for a claim
  - ❑ Statement of a clear claim
  - ❑ Evidence for the claim presented
  - ❑ Qualifiers presented showing exceptions to the claim

Student Evidence

- ❑ When asked, students can describe errors or informal fallacies in information
- ❑ When asked, students can explain the overall structure of an argument presented to support a claim
- ❑ Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: (choose one)

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

DQ3: Helping Students Practice and Deepen New Knowledge

19. <u>Practicing Skills, Strategies, and Processes</u>

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- ❑ Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
- ❑ Guided practice if students cannot perform the skill, strategy, or process independently
- ❑ Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- ❑ Students perform the skill, strategy, or process with increased confidence
- ❑ Students perform the skill, strategy, or process with increased competence

Scale Levels: (choose one)

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

DQ3: Helping Students Practice and Deepen New Knowledge

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- ❑ Teacher asks students to examine previous entries in their academic notebooks or notes
- ❑ The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- ❑ Teacher has students explain how their understanding has changed

Student Evidence

- ❑ Students make corrections to information previously recorded about content
- ❑ When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: (choose one)

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

Design Question #4

https://www.effectiveeducators.com/resource/show/4e2d8e745d17508eb10898ea

- ***How do you help students generate and test hypotheses about new knowledge?***
  - Teach students about effective support
  - Engage students in experimental inquiry tasks that require them to generate and support hypotheses
  - Engage students in problem solving tasks that require them to generate and test hypotheses
  - Engage students in decision-making tasks that require them to generate and test hypotheses
  - Engage students in investigation tasks that require them to generate and test hypotheses
  - Have students design their own tasks
  - Consider the extent to which cooperative learning structures will be used

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Teacher Evidence

- ❑ Teacher establishes the need to generate and test hypotheses
- ❑ Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- ❑ When asked, students describe the importance of generating and testing hypotheses about content
- ❑ When asked, students explain how groups support their learning
- ❑ Students use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

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

DQ4: Helping Students Generate and Test Hypotheses

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence

- ❑ Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- ❑ Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

- ❑ Students are clearly working on tasks that require them to generate and test hypotheses
- ❑ When asked, students can explain the hypothesis they are testing
- ❑ When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- ❑ Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

DQ4: Helping Students Generate and Test Hypotheses

23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
  - Circulates around the room
  - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: (choose one)

Innovating Applying Developing Beginning Not Using Not Applicable

Design Question #5

https://www.effectiveeducators.com/resource/show/4e2d8ebc5d17508eb10899a5

- ***How do you engage students?***
  - Use games that focus on academic content
  - Use inconsequential competition
  - Manage question and response rates
  - Use physical movement
  - Use appropriate pacing
  - Demonstrate intensity and enthusiasm for content
  - Provide opportunities for students to talk about themselves
  - Provide unusual information

DQ5: Engaging the Students

24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence

- ❑ Teacher notices when specific students or groups of students are not engaged
- ❑ Teacher notices when the energy level in the room is low
- ❑ Teacher takes action to re-engage students

Student Evidence

- ❑ Students appear aware of the fact that the teacher is taking note of their level of engagement
- ❑ Students try to increase their level of engagement when prompted
- ❑ When asked, students explain that the teacher expects high levels of engagement

Scale Levels: *(choose one)*

Innovating ❑ Applying ❑ Developing ❑ Beginning ❑ Not Using ❑ Not Applicable

DQ5: Engaging the Students

25. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence

- Teacher uses structured games such as Jeopardy, Family Feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

Student Evidence

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

DQ5: Engaging the Students

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- ❑ Teacher uses wait time
- ❑ Teacher uses response cards
- ❑ Teacher has students use hand signals to respond to questions
- ❑ Teacher uses choral response
- ❑ Teacher uses technology to keep track of students' responses
- ❑ Teacher uses response chaining

Student Evidence

- ❑ Multiple students or the entire class responds to questions posed by the teacher
- ❑ When asked, students can describe their thinking about specific questions posed by the teacher

Scale Levels: *(choose one)*

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

DQ5: Engaging the Students

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
  - Vote with your feet
  - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

Student Evidence

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

Scale Levels: *(choose one)*

? Innovating Applying Developing Beginning Not Using Not Applicable

DQ5: Engaging the Students

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Teacher Evidence

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

Scale Levels: *(choose one)*

Innovating Applying Developing Beginning Not Using Not Applicable

DQ5: Engaging the Students

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Teacher Evidence

- ❑ Teacher describes personal experiences that relate to the content
- ❑ Teacher signals excitement for content by:
  - ❑ Physical gestures
  - ❑ Voice tone
  - ❑ Dramatization of information
- ❑ Teacher overtly adjusts energy level

Student Evidence

- ❑ When asked, students say that the teacher "likes the content" and "likes teaching"
- ❑ Students' attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: *(choose one)*

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

DQ5: Engaging the Students

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

- ❑ Teacher structures mini-debates about the content
- ❑ Teacher has students examine multiple perspectives and opinions about the content
- ❑ Teacher elicits different opinions on content from members of the class

Student Evidence

- ❑ Students engage in friendly controversy activities with enhanced engagement
- ❑ When asked, students describe friendly controversy activities as "stimulating," "fun," and so on.
- ❑ When asked, students explain how a friendly controversy activity helped them better understand the content

Scale Levels: *(choose one)*

Innovating ☐ Applying ☐ Developing ☐ Beginning ☐ Not Using ☐ Not Applicable

DQ5: Engaging the Students

31. <u>Providing Opportunities for Students to Talk about Themselves</u>

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Teacher Evidence

- ❑ Teacher is aware of student interests and makes connections between these interests and class content
- ❑ Teacher structures activities that ask students to make connections between the content and their personal interests
- ❑ When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

- ❑ Students engage in activities that require them to make connections between their interests and the content
- ❑ When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: *(choose one)*

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

DQ5: Engaging the Students

32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Teacher Evidence

- ❑ Teacher systematically provides interesting facts and details about the content
- ❑ Teacher encourages students to identify interesting information about the content
- ❑ Teacher engages students in activities like "Believe it or not" about the content
- ❑ Teacher uses guest speakers to provide unusual information about the content

Student Evidence

- ❑ Students' attention increases when unusual information is presented about the content
- ❑ When asked, students explain how the unusual information makes them more interested in the content

Scale Levels: *(choose one)*

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

Marzano

Scale

Explanations

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.

Performance Scales

- Performance scales provide a developmental (growth/implementation) continuum for teachers.
- It is not “bad” to be “Beginning” when trying something new.
- Helping teachers move quickly through the implementation levels is important to increase effectiveness
- Developmental ratings help provide specific feedback

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

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

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

Innovating may be evidenced by…

Totality

- All students demonstrate the desired effect.
- The strategy is adapted to meet the individual needs of all students to achieve the desired effect.
- Student evidence clearly exists to support the teacher's use of the strategy has the desired effect.

Articulation

- Teacher fluently explains the employed strategy is having the desired effect on all students (e.g. shows evidence at pre/post conference)
- Teacher can articulate the reasoning behind the use of the strategy (during pre/post conference)
- Student can articulate that the strategy had the desired effect (when asked)

Specificity

- Teacher focuses on specific class or student needs.
- The teacher has made adaptations for special needs of groups of students or individual students
- The teacher has consciously created a macro-strategy that ensures desired effect is evident with all students

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.

Summative Evaluation

Marzano (Domains 1 & 2)

SGO

\+ SGP

Summative Score

Verona Summative Score Calculation Teacher Practice Component

Domain/Elements	Percent of Teacher Practice Score
Domain 1: Classroom Strategies & Behaviors • DQ1: Communicating Learning Goals, Tracking Student Progress, and Celebrating Success • DQ2: Helping Students Interact with New Knowledge or, • DQ3: Helping Students Practice and Deepen Their Understanding of New Knowledge or, • DQ4: Helping Students Apply Knowledge Through Generating and Testing Hypothesis • DQ5: Engaging Students	85%
Domain 2: Planning & Preparing • UbD Units & Lessons	15%

Domain 1: Classroom Strategies and Behaviors

STAGE 1

UNIT PLANNING

A

M

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Lesson Segments Involving [illegible]

DQ1: Communicating Learning Goals and Feedback
1. Providing Clear Learning Goals and 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

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge
6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into "Digestible Bites"
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting 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. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising 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

Lesson Segments 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

DQ8: 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

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

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

Domain 3: Reflecting on Teaching

Reflecting on Teaching

Evaluating Personal Performance
50. Identifying Areas of Pedagogical Strength and Weakness
51. Evaluating the Effectiveness of Individual Lessons and Units
52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors

Developing and Implementing a Professional Growth Plan
53. Developing a Written Growth and Development Plan
54. Monitoring Progress Relative to the Professional Growth and Development Plan

Domain 4: Collegiality and Professionalism

Collegiality and Professionalism

Promoting a Positive Environment
55. Promoting Positive Interactions with Colleagues
56. Promoting Positive Interactions about Students and Parents

Promoting Exchange of Ideas and Strategies
57. Seeking Mentorship for Areas of Need or Interest
58. Mentoring Other Teachers and Sharing Ideas and Strategies

Promoting District and School Development
59. Adhering to District and School Rule and Procedures
60. Participating in District and School Initiatives

Verona Summative Score Calculation Teacher Practice Component

	Innovative (4)	Applying (3)	Developing (2)	Beginning (1)
Domain 1 Overall Score	At least 55% at Level 4	At least 55% at Level 3 or Higher (Applying)	Less than 55% at Level 3 (Applying) and Less Than 50% at Level 1, 0 (Beginning, Not Using)	Greater than or equal to 50% at Level 1, 0 (Beginning, Not Using)
Domain 2 Overall Score	At least 55% at Level 4	At least 55% at Level 3 or Higher (Applying)	Less than 55% at Level 3 (Applying) and Less Than 50% at Level 1, 0 (Beginning, Not Using)	Greater than or equal to 50% at Level 1, 0 (Beginning, Not Using)

(D1 Score) * (0.85) + (D2 Score) * (0.15) = Final Summative Score for Teacher Practice

Note: 55% will likely increase to 65% in year 2 and 75% in year 3 of implementation

Example of Summative Score Calculation: Teacher Practice Component

Domain 1 Score Calculation:

Elements observed from DQ1-DQ5 during the 2013-14 school year with a rating of:

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
	XXXXX	XXXXXXXXXXXXXXX	XXXXXXXXXX	XXX	X
Number	5	15	10	3	1
% of Total	5/34=14.7%	15/34=44.1%	10/34=29.4%	3/34=8.8%	1/34=2.9%

- ***Domain 1 Score = 3 (Applying)*** *because AT LEAST 55% of the total ratings were at Level 3 or higher (see chart on previous page)*

Example of Summative Score Calculation: Teacher Practice Component

Domain 2 Score Calculation:

Elements observed from Domain 2 during the 2013-14 school year with a rating of:

	Innovating (4)	Applying (3)	Developing (2)	Beginning (1)	Not Using (0)
	XXX	XXXXX	XXXXXXXXXX	XXXX	X
Number	3	5	10	4	1
% of Total	3/23=13%	5/23=21.7%	10/23=43.4%	4/23=17.4%	1/23=4.3%

- ***Domain 2 Score = 2 (Developing)*** *because LESS THAN 55% of the total ratings were at Level 3 or higher (see chart two pages prior)*

*(D1 Score) * (0.85) + (D2 Score) * (0.15) = Final Summative Score for Teacher practice*

(3) * (0.85)+ (2) * (0.15) = **2.85** [see the next page]

Final Summative Score Rating: Teacher Practice Component

	Highly Effective	Effective	Partially Effective	Ineffective
Marzano	3.5-4	2.5-3.4	1.5-2.4	0-1.4
Verona*	3-4	2-2.9	1.5-1.9	0-1.4

2.85 = Teacher Practice Component Score "Effective" or Applying (Marzano)

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.

Verona

Student Growth Objectives (SGOs)

- *To learn more about SGOs, the Department of Education has published the **SGO Guidebook*** (http://www.state.nj.us/education/AchieveNJ/teacher/SGOGuidebook.pdf) *with detailed information, examples, and template forms. This SGO Quick Start Guide is provided to help summarize the SGO process; technical instructions for each of the five suggested steps can be found in the full guidebook*
- *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 portion of the curriculum with a significant number of students over a significant of time
- A Student Growth Objective is a long-term academic goal that teachers set for groups of students and must be:
  - Specific and measureable
  - 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

What constitutes growth?

- As an increase in learning between two points in time, indicated by:
  - Acquisition of knowledge or skill from a particular starting point or readiness level.
  - Development of a portfolio indicating a change in skill or knowledge over a period of time.
  - Difference in learning on pre- and post-tests.

SGO(s)

- SGOs count 15% towards a teacher's final evaluation (locally monitored)
- Teachers with SGPs may have either one or two SGOs (depends on district)
  - *Remember that there must be a minimum of 20 students in a classroom to have a SGP. Therefore, if there is a chance that number is going to fall below 20 students at any time during the school year (e.g., student moves, placed in self-contained classroom)- it would be wise to have that teacher to create 2 SGOs just in chance.*
- All other teachers have two SGOs

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**.
- A teacher develops SGOs in consultation with his or her principal.
- 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.

Specific SGO vs. General SGO

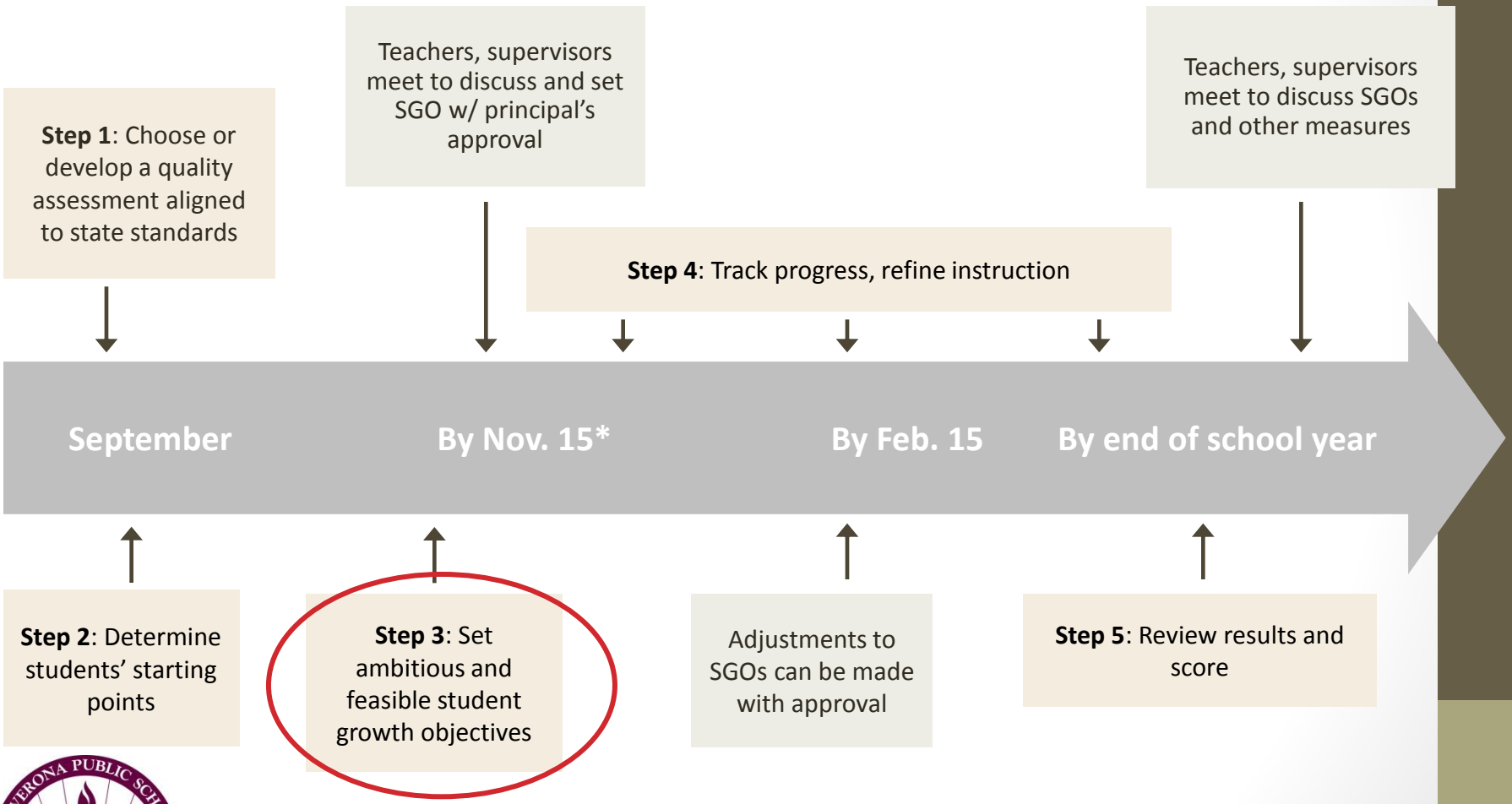
- **Specific** *(targeted):*
  - Focused
  - Includes a particular subgroup of a teacher's students, and/or
  - Includes specific content or skill
- **General**:
  - Broad
  - Includes a significant proportion of the curriculum and key standards for a given course
  - Includes all, or a significant number, of a teacher's students

The SGO Process Timeline

**For 2013–14 only. In subsequent years, SGOs must be set by Oct. 15.*

Recommended steps for setting a good SGO

Official SGO process in regulations



Creating your SGO:
Step 1 – Choose or Develop a Quality Assessment

- Identify Instructional period of SGO
  - Verona: November 15th to March 15th
- What standards are taught during this instructional time period?
  - Standards that are foundational for success in this class and beyond
  - Standards that will lead to enduring understanding
  - Standards that will be taught during the SGO instructional period.
- Develop assessment
  - Purchase a new assessment or select an existing one (i.e. DRA2, released AP exam, …)
  - Modify an existing assessment
  - Create a new assessment locally

Step 1 – Choose or Develop a Quality Assessment
Types of Assessments

Traditional Assessments	Portfolio Assessments	Performance Assessment
• District, school and departmental tests e.g., *modified* final exams, benchmark exams • Teacher-created, school, departmental assessments (e.g. quarterly exams, benchmark exams) • Research papers • State and national exams (except the NJ ASK), e.g. NOCTI, AP	• Writing and reflection sample • Laboratory research notebook • Portfolio of work • Project-based assessment (all subjects) • Teaching Strategies Gold®	• Lab Practicum (sciences) • Sight reading in music • Dramatic performance (drama) • Skills demonstration (physical education) • Persuasive speaking • DRA™2

Step 1 – Choose or Develop a Quality Assessment Planning (Form 1A)

Verona Public Schools
SGO Form 1A: Planning Guide for Choosing or Developing a Quality Assessment

Teacher(s)	
Subject	
Grade level	
What period of instruction will the assessment include? (Note: data should be available for annual summative conference.)	_____ to _____
What style assessment will best measure student growth in relation to my SGO?	Check all that apply: ☐ Predominantly written/multiple choice ☐ Performance-based ☐ Portfolio-based Other _____
What assessments do I have now that I might use? (Final exam, benchmark tests, portfolio assessments?)	
If I have an assessment that I might use for SGOs, do I need to modify it?	☐ I don't need to modify it. ☐ I will modify it by using the approval checklist for school based assessments and associated assessment forms. (link) Other _____
If I do not currently have an assessment to use, what resources are available to find or create an assessment?	
What time is available to me (and my colleagues) to devote to developing an assessment? (SGOs must be approved by your evaluator by November 15, 2013)	Check all that apply and add dates and approximate time available ☐ PLC _____ ☐ Common planning _____ ☐ Faculty meeting _____ ☐ PD time _____ Other _____

Step 1 – Choose or Develop a Quality Assessment Standards Alignment and Coverage (Form 1B)

Verona Public Schools
SGO Form 1B: Standard Alignment and Coverage Check

Grade Level/Subject:	
Teacher(s):	

Directions: After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components

Step 1 – Choose or Develop a Quality Assessment Depth of Knowledge Analysis (Form 1C)

Verona Public Schools
SGO Form 1C: Assessment Rigor and Depth of Knowledge Analysis

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/ Portfolio Components
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many…? Label parts of the…. Which is true or false…?	
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in… Use context clues to… Predict what will happen when…. What differences exist between….? If x occurs, y will….	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine….? Use evidence to support….	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to…… Develop a proposal to…. Create a model that…. Critique the notion that…	

Step 1 – Choose or Develop a Quality Assessment
Develop Quality Rubrics

Strong rubrics ensure that a student's knowledge of a subject or skill is accurately assessed.

- Identify the knowledge and skills being measured
- Differentiate between high and low achievement
- Clearly identify and describe levels of performance for each element
- Determine component weighting as necessary
- Create and share with colleagues to ensure rigor and alignment to common expectations

Step 1 – Choose or Develop a Quality Assessment
Quality Rubrics

Grades 9-12 Common Core History and Social Studies Rubrics

Key Ideas and Details

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds
▪ Lacks specific details from the text ▪ Does not connect details to the text as a whole.	▪ Contains some specific details from the text but omits the most important ones ▪ Attempts to connect details to the text as a whole.	▪ Cites specific evidence to support the analysis of the text-Connects insights from specific details to the text as a whole.	Meets expectations and performs one of the following: ▪Brings in outside information from prior knowledge/other sources ▪Demonstrates a connection between the historical context of the document and the modern day.

Step 1 – Choose or Develop a Quality Assessment Validity and Variety (Form 1D)

Verona Public Schools
SGO Form 1D: Approval Checklist for School-Based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator: _____

Criteria	Considerations (Check all that apply)
Alignment and Stretch* *(See next page for explanation of stretch)*	☐ Items/tasks cover key subject/grade-level content standards. ☐ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. ☐ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. ☐ Scoring system is weighted appropriately for question complexity. _____ Evidence/Feedback:
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). ☐ Many items/tasks require strategic and extended thinking. ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or more choices). ☐ Key content standards are assessed at greater depths of understanding and/or complexity. _____ Evidence/Feedback:
Format Captures True Mastery	☐ Items/tasks are written clearly. ☐ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders. ☐ Some standards are assessed across multiple items/tasks. ☐ Item types and length of the assessment are appropriate for the subject/grade level. ☐ Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery. _____ Evidence/Feedback

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Step 2 - Determine students' starting points - Examples…

Source of Performance Data to Determine Students' Starting Points	Examples and Notes
Grades/performance in **current year**	• Based on all aspects of work during the first few weeks of school
Beginning-of-course diagnostic tests or performance tasks	• Department-generated pre-assessment • Early course test
Prior-year test results that assess knowledge and skills that are pre-requisites to the current subject/grade	• NJASK for math, LAL and science • DRA for reading • End of course assessments
Test results in **other relevant subjects** from prior years	• A physics teacher uses results of her students' math tests from last year
Students' **grades in previous classes**	• Teachers should make sure they understand the basis for the grades given by students' previous teachers

Step 3 - Set ambitious and achievable SGOs with the approval of the principal.

Develop a scoring guide:

- A target score on the final assessment that indicates considerable learning
- The number of students that could reasonably meet this mark
- The percentage of students in the course that this represents
- A 10-15 percentage range around this number

Step 3 - Set Student Growth Objectives Scoring Rubric

Attainment of Student Growth Objective			
Innovative 4	**Applying 3**	**Developing 2**	**Beginning 1**
Teacher has demonstrated an **exceptional** impact on learning by **exceeding** the objective.	Teacher has demonstrated a **considerable** impact on learning by **meeting** the objective.	Teacher has demonstrated **some** impact on learning but **did not meet** the objective.	Teacher has demonstrated an **insufficient** impact on learning by **falling far short** of the objective.

Step 3 - Set Student Growth Objectives Simple SGO Scoring Guide

Target Score	Attainment Level in Meeting Student Growth Objective			
80% or Higher on Final Assessment	Innovative 4	Applying 3	Developing 2	Beginning 1
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%

Step 3 - Set Student Growth Objectives
Tiered SGO Scoring Guide

Groups	Target Score on Final Assessment	Objective Attainment Based on Percent of Students Achieving Target Score			
		Innovative 4	Applying 3	Developing 2	Beginning 1
Low	70%	At least 90%	At least 80%	At least 70%	Less than 70%
Medium	80%				
High	90%				

Step 3 - Set Student Growth Objectives
Student Growth Objective Form 3A

Verona Public Schools
SGO Form 3A: Student Growth Objective Form

Grade:	Subject	Number of Students	Interval of Instruction
			Full year ☐ Semester ☐ Other _____
Name of Assessment			SGO Type: General ☐ Specific ☐

Rationale for Student Growth Objective
(Please include content standards covered and explanation of assessment method.)

Student Growth Objective

Baseline Data
(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score

Target Score	Innovative (4)	Applying (3)	Developing (2)	Beginning (1)

Approval of Student Growth Objective

Teacher _____ Signature_____ Date Submitted_____

Evaluator _____ Signature _____ Date Approved _____

Results of Student Growth Objective
(State how many students met the final assessment target.)

Score _____ Date _____ Teacher _____ Evaluator _____

Step 3- Set Student Growth Objectives
Student Growth Objective Form 3B

Verona Public Schools
SGO Form 3B: Student Growth Objective Form (Tiered)

Grade	Course/Subject	Number of Students	Interval of Instruction
			Full year ☐ Semester ☐ Other _____
Name of Assessment			
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)			
Student Growth Objective			
Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"
Baseline Data and Preparedness Groupings (Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)			

Scoring Plan					
Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Innovative (4)	Applying (3)	Developing (2)	Beginning (1)

Approval of Student Growth Objective	
Teacher _____ Signature _____	Date Submitted _____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective				
Preparedness Group	Number of Students at Target Score	Objective Attainment Level	SGO Score Average Objective Attainment Level	Teacher _____ Evaluator _____ Date _____

Step 4– Track Progress, Refine Instruction The Most Important Work

SGO Form 4A: Mid-Course Check-In may help to facilitate the discussion, encouraging you to reflect on the following questions:

- How are your students progressing toward your SGOs? How do you know?
- Which students are struggling/exceeding expectations? What are you doing to support them?
- What additional resources do you need to support you as you work to achieve your SGOs?

Step 4– Track Progress, Refine Instruction The Most Important Work

Verona Public Schools
SGO Form 4A: Mid-Course Check-In

Teacher: _____ **Date:** _____

Grade Level/
Subject/Period: _____

Evaluator: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator. You may attach your responses to this form or write them here directly.

1) How are your students progressing toward your student growth objectives? How do you know?

2) Which students are struggling/exceeding expectations? What are you doing to support them?

3) What additional resources do you need to support you as you work to achieve your student growth objectives?

4) Are there any student attendance issues substantial enough to affect your student growth objectives?

Please return this form to your primary evaluator, along with your SGO forms, and any interim student learning data you would like to discuss during the check-in.

Step 5 - Review results and score in consultation with your principal/supervisor.

- A teacher with two SGOs can do a simple calculation to work out the final SGO score regardless of type of SGO, or how the score was calculated.

- The table below demonstrates the calculation used if placing equal weight on both SGOs.

Student Growth Objective	Score	Weighting	Weighted Score
General	3	X 0.50	1.5
General or Specific	4	X 0.50	2.0
		Total	3.50

SGO Exemplars

- SGO example (physics, 9th grade, simple) (PDF)
- SGO example (physics, 9th grade, tiered) (PDF)

- CTE architecture engineering general annotated SGO (PDF)
- CTE architecture engineering general SGO (PDF)

- ELA grade 1 DRA2 tiered general annotated SGO (PDF)
- ELA grade 1 DRA2 tiered general SGO (PDF)

- Social studies grade 8 tiered general annotated SGO (PDF)
- Social studies grade 8 tiered general SGO (PDF)

Verona

Student Growth Percentiles (SGPs)

To learn more about SGPs, please see this video on the state Department of Education website:

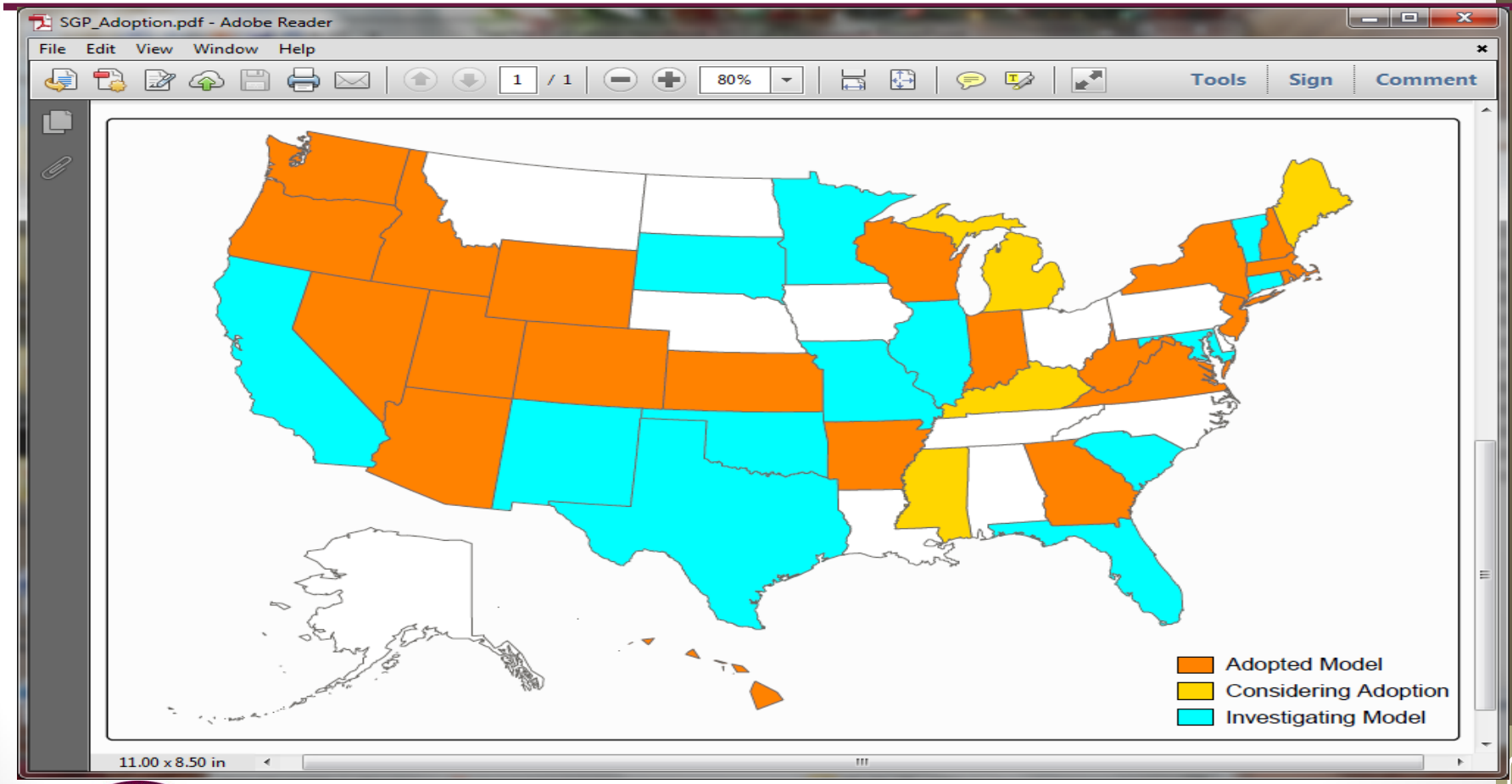
http://survey.pcgus.com/njgrowth/player.html

or access additional research and information at:

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

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

Student Growth Percentile Adoption



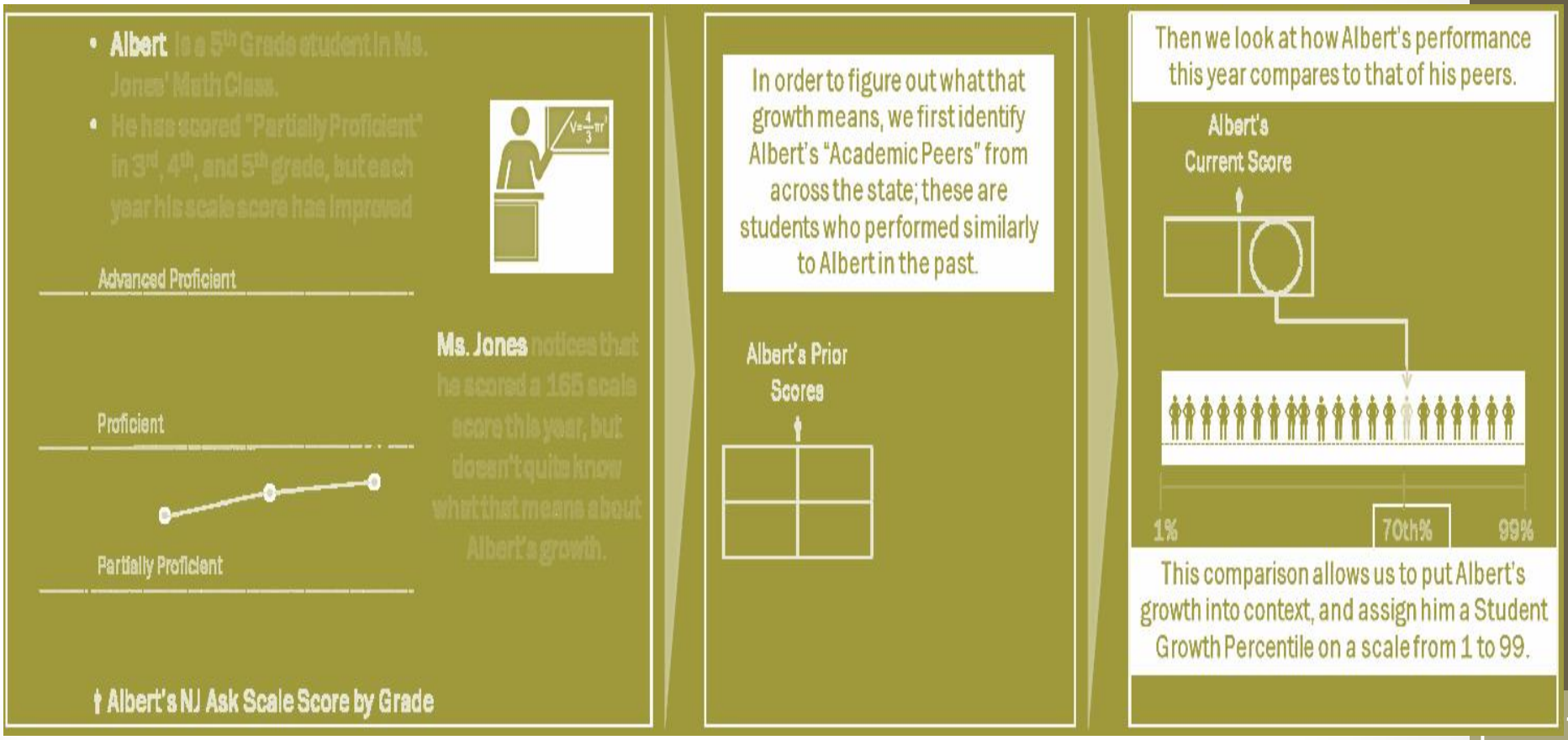
A More Complete Picture of Student Progress…

- Under AchieveNJ, the new evaluation and support system proposed on March 6, 2013, Student Growth Percentiles (SGPs) will be one of the multiple measures used to assess teachers and principals whose students are in grades 4–8 and take the New Jersey Assessment of Skills and Knowledge "NJ ASK" test.
- An SGP score compares a student's academic growth on the NJ ASK from one year to the next to the growth made by that student's academic peers (students from around the state with similar test score histories).

How much progress did a child make?

- By using SGPs, NJDOE will measure the critical question: "How much academic progress did a child make during a given school year?"
  - For example, a student with an SGP of 70 in his 5th-grade math class grew as much or more than 70 percent of his academic peers in that subject.
  - Proficiency rates show whether students are performing on grade level, but student growth provides a much more complete picture of achievement and progress.
  - In particular, SGP is able to distinguish high growth from low growth at any scale score on the NJ ASK.
  - A student may be below proficiency in math or LAL, but he or she could earn a high SGP score, which, combined with other evidence gathered as part of AchieveNJ, signals that the teacher's instruction and/or principal's leadership are helping that child catch up.
  - Students at the highest end of proficiency can also show growth – so no educator is ever "penalized" for teaching students of any achievement level.

Visual Explanation of SGPs



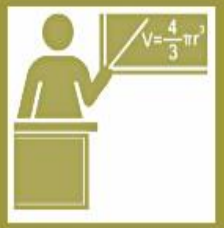
Visual Explanation of SGPs (continued)

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.

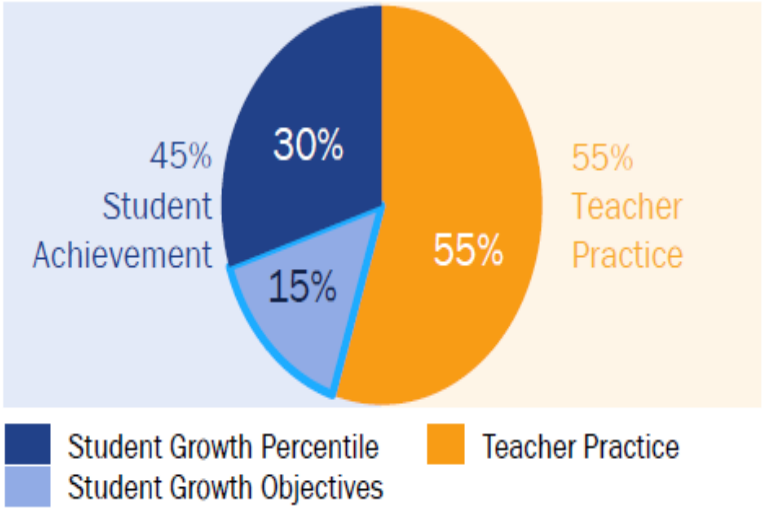
Assigning SGPs to Teachers

- **Under AchieveNJ, qualifying teachers of tested grades and subjects (4th-8th-grade LAL and math) are assigned an SGP score, which represents the median SGP score of all of that teacher's qualifying students**.
- SGPs are one of several measures used to examine the work of educators under AchieveNJ, and will account for 30 percent of a teacher's overall rating. The rest will be based on classroom observations and goals teachers set for their students at the start of the year.
- SGP data are available only for those who teach LAL or math in grades 4–8 because their students typically have baseline and end-of-year NJ ASK scores.
- Because 3rd grade is the first testing year of the NJ ASK, there is no baseline data to create an SGP for that grade.
- For SGP to be part of a teacher's evaluation, **a teacher must have 20 student SGP scores**, and students must be enrolled in the teacher's class for at least 70 percent of the school year.
- **If two or three years of data are available, a teacher will be evaluated on the best available score for the teacher - either the teacher's median score from his or her current roster of students or the median of all student scores over the available years.**

Summative Score Calculation for Teachers

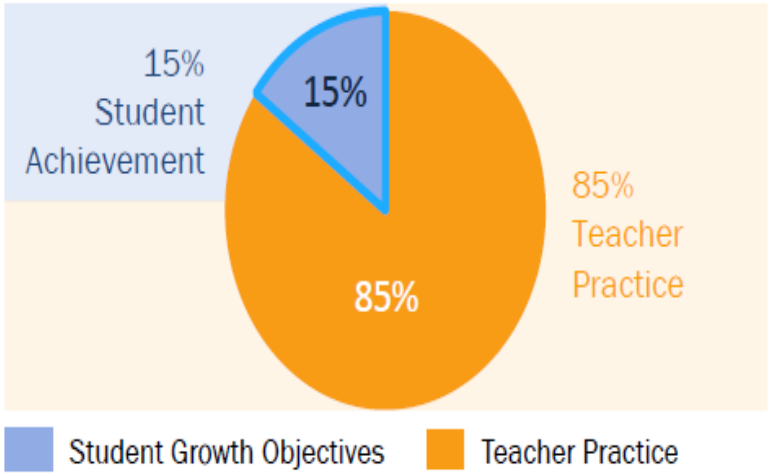
2013– 2014 Weights: Tested Grades and Subjects

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



N.J.A.C. 6A:10-4.1

Summative Score = *Marzano + SGP + SGO*

Component	Raw Score	Weight	Weighted Score
Teacher Practice	2.85	X .55%	1.568
Student Growth Percentile	2.75	X .30%	0.825
Student Growth Objective	3.5	X .15%	0.525
Sum of the Weighted Scores			2.918

Teacher's Overall Summative Score

Beginning	Developing	Applying	Innovating
1.0 – 1.74 Points	1.75 – 2.49 Points	2.50 – 3.49 Points	3.50 – 4.0 Points

Verona

Teacher

Professional

Development

Plan

Verona PDPs

- Marzano Reflection
  - Each teacher will read and reflect the elements from Design Questions 1 through 5
  - Pick one or two of the elements that you can improve on (i.e. not using or beginning)
  - This goal(s) is between you and your supervisor/administrator and is meant for growth.
  - Teacher will collect/gather evidence through the year to demonstrate growth in the chosen element(s).
- SGO Goal
  - Develop SGO(s) with your supervisor/administrator and monitor throughout the year

Verona

Corrective

Action

Plan

Corrective Action Plan

10-2.5 Corrective Action Plan for all teaching staff

June - December: SGP teachers earning low ratings on practice inputs placed on CAP. SGP added to performance report when available.

May-September: Non-SGP teachers, CAP is developed by September 15.

February 15: Extra observation done if CAP was created at beginning of school year.

Content:

- Needs, goals, and timeline
- Responsibilities
- Replaces individual PD plan but not required PD identified by supervisor

Monitoring Progress:

- Discussed and documented
- Evidence of progress does not guarantee a better rating
- Mid-year evaluation: additional observation and conference
- Multiple observers

N.J.A.C. 6A:10-2.5

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
- November 5
  - All Staff – Meet at VHS Auditorium for HIB, Affirmative Action, School Security Updates, Online Marzano Course #1

**Please note: This is a tentative schedule*

- 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☺

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 with be held in the BOE conference room

3:15-4:30