Welcome

Growing Principals:
Professional Learning through Evaluation and PD Processes

Empowering Teachers:
Sharing Leadership Responsibilities

Integrating Systems:
Evaluation and PD Basics
**Theory of Action**
Align and leverage the required evaluation and professional development processes to encourage growth in educators.
AchieveNJ: A Tool for Improving Teaching and Leading
# Professional Standards for Educational Leaders

1. Mission, Vision, Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support of Students
6. Professional Capacity for School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement for Families and Community
9. Operations and Management
10. School Improvement
Overview

Integrating Systems
- Evaluation and Professional Development basics
  - PSEL 9

Growing Principals
- Professional learning through evaluation and PD processes
  - PSEL 6 & 10

Empowering Teachers
- Sharing leadership responsibilities
  - PSEL 6 & 10

Compliance

Quality

Ownership
Key Notes:

- Scores are uploaded to Evaluation Information System (via NJDOE Homeroom) and will be certified.
- Valid reasons must be provided for educators not evaluated.
- Only uploads that are complete and with correct fields will be accepted without an error message.
Objectives

1. Determine the potential value of the NJ Principal Evaluation for Professional Learning (NJPEPL) Process and Observation Instrument for your administrators and/or your own professional growth
2. Learn how to access and use NJPEPL training materials
3. Develop a clear action step based on the information provided in this presentation
Principal leadership not only matters, it is second only to teaching among school-related factors in its impact on student learning, and the impact of leadership tends to be greatest in schools where the learning needs of the students are most acute.

“Providing meaningful feedback through principal assessment, and helping principals to adequately interpret feedback through coaching, are viable tools to improve leadership practice.”

NJPEPL: Collaboratively Developed

NJPEPL Process and Observation Instrument were developed by the NJDOE alongside many districts throughout a two-year process

“This process allows the Principal to focus on individual standards that helps to guide his/her work and improve his/her craft. Aligning all of the components of the instrument is more efficient and provides a view over time instead of snippets throughout the year.” - Samuel C. Hull, Principal Bridgeton

“Before adopting this process, my district used a framework that applied to some extent but was not an exact match. Elements of the PSEL's and the district's job description now match the framework being used to drive improvement.” -Daniel Fonder, Principal Bridgewater-Raritan

“The window of time aspect is a benefit and more truly captures the role of the principal.” -Scott Oswald, Superintendent Collingswood and Oaklyn
# NJ Principal Evaluation for Professional Learning (NJPEPL) Observation Instrument

## Features vs. Benefits

<table>
<thead>
<tr>
<th>Features</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct alignment to 2015 Professional Standards for Educational Leaders (PSEL)</td>
<td>Evaluates standards most important for excellent educational leadership</td>
</tr>
<tr>
<td></td>
<td>Can be used to evaluate all administrators</td>
</tr>
<tr>
<td>Developed in partnership with and field tested in our state’s districts</td>
<td>Proven value in New Jersey districts</td>
</tr>
<tr>
<td>Measures the <em>actions</em> of principals and the <em>outcomes</em> of those actions</td>
<td>Provides an accurate evaluation of principal effectiveness and a useful foundation for professional learning</td>
</tr>
<tr>
<td>Scored at the domain level with a clear, consistent delineation between levels</td>
<td>Simple to use</td>
</tr>
</tbody>
</table>
## Direct Alignment to Professional Standards for Educational Leaders (PSEL)

<table>
<thead>
<tr>
<th>Area</th>
<th>Domain</th>
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<tbody>
<tr>
<td><strong>Instructional Leadership</strong></td>
<td>Mission, Vision and Core Values</td>
</tr>
<tr>
<td></td>
<td>Curriculum, Instruction and Assessment</td>
</tr>
<tr>
<td></td>
<td>Professional Capacity of School Personnel</td>
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<td><strong>Organizational Leadership</strong></td>
<td>Equity and Cultural Responsiveness</td>
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<td>Community of Care and Support for Students</td>
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<td>Meaningful Engagement of Families and Community</td>
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<tr>
<td></td>
<td>Operations and Management</td>
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</tbody>
</table>
Scored at the domain level with a clear delineation between levels of performance related to leader’s *actions* and their *outcomes*.

<table>
<thead>
<tr>
<th>Action</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistent planning AND shared leadership AND</td>
<td>planning</td>
<td>inconsistent planning OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome</td>
<td>significant improvement OR sustained high performance</td>
<td>positive effect</td>
<td>limited or no positive effect</td>
<td>negative effect</td>
</tr>
</tbody>
</table>

Actions, Outcomes, & Levels of Effectiveness
# Rubric Language for Domain 3

## Domain 3. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

| 4- | The principal **consistently** plans, implements and supports actions to develop the professional capacity and practice of school personnel to promote each student’s success. **Shared ownership** by staff leads to **significant improvements in** or **sustained high levels of** staff performance. |
| 3- | The principal *plans, implements and supports actions* that develop the professional capacity and practice of school personnel to promote the success of each student **resulting in a positive impact** on staff performance. |
| 2- | The principal is **inconsistent** in planning, implementing and supporting actions that develop the professional capacity and practice of school personnel or these actions **have limited or no positive impact** on staff performance. |
| 1- | The principal’s actions or attitudes regarding the development of the professional capacity and practice of school personnel have a **negative impact** on staff performance. |
NJPEPL Process

1. Annual Planning and Goal-setting Conference
2. Observation Window 1
3. Annual Summary Conference

* Add an observation for non-tenured
NJPEPL Training Modules and Materials

Special thanks to Scott Oswald, superintendent of Collingswood and Oaklyn, and his team, for their contributions to the production of the video resources in these modules.
NJPEPL Training Modules

<table>
<thead>
<tr>
<th>NJPEPL Process Training Modules</th>
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<tr>
<td>NJPEPL Observation Instrument Training Modules</td>
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AchieveNJ Webpage (https://www.state.nj.us/education/AchieveNJ/)
NJPEPL Webpage (https://www.state.nj.us/education/AchieveNJ/principal/pl/)

- Developed to support high-quality annual training of administrators and their evaluators
  - Direct instruction plus activities plus recommended supplementary work
  - Review of basic requirements plus ways to improve quality
- Designed for use in leadership teams
- May be modified as needed to suit schedules and district structure
- Will evolve and improve based on feedback from users
NJPEPL Process: Observations and Post-Observation Conference

Sample Activity

• **NJPEPL Process Module 3**
  – Play video 1:10 – 4:40
  – Discuss:
    • What are your current principal observation procedures?
    • How closely do they align with the recommendations of the NJPEPL Process?
    • What action steps can be taken to better align with the recommendations of the NJPEPL Process?
Sample Activity

- **NJPEPL Observation Instrument Module 3**
  - Play video 1:20–2:51
  - Stop video and discuss domain as per instructions, using worksheet to take notes

- Resources
  - [Activity sheet](#)
**Activity: Distinguish Between Performance Levels**

**Domain 1. Mission, Vision, and Core Values**
Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>The principal consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student’s success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment.</td>
</tr>
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<td>3</td>
<td>The principal plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student’s success resulting in a positive impact on the educational environment.</td>
</tr>
<tr>
<td>2</td>
<td>The principal is inconsistent in planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment.</td>
</tr>
<tr>
<td>1</td>
<td>The principal’s actions or attitude regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment.</td>
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</tbody>
</table>

**Review**
Review the observation instrument language for this Domain. 2 min.

**Highlight**
Highlight/circle the key phrases that distinguish one performance level from the next. Annotate as needed. 5 min.

**Agree**
Agree on the key similarities and differences between each level of practice. 3 min.
Domain 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

4- The principal consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student’s success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment.

Critical Attributes

- Collaborate to develop an educational mission for the school to promote the academic success and well-being of each student.
- Using relevant data, develop and promote a vision for the school on the successful learning and development of each child.
- Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
Domain 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

4- The principal consistently plans, implements and supports actions that develop, advocate and enact a shared mission, vision, and set of core values of high-quality education for each student’s success. Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment.

Guiding Question

For a principal operating at the highest level in this domain, what types and quality of evidence could you use to justify your assessment of this performance?

<table>
<thead>
<tr>
<th>Think</th>
<th>Jot down some ideas and note whether the evidence is indirect or direct.</th>
<th>3 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share</td>
<td>Share your ideas with the group.</td>
<td>3 min.</td>
</tr>
<tr>
<td>Identify</td>
<td>Note areas where the group agrees and where there may be open questions.</td>
<td>5 min.</td>
</tr>
</tbody>
</table>
Activity: Identify Performance Level Based Evidence

Part 1: Gather Evidence

Independently

1. Watch the first $5\frac{1}{2}$ minutes of the video “Shaping a Vision of Academic Success for All Students.” (access in resources section below)

2. List the evidence:
   - Label by type (direct or indirect)
   - Label whether it is a principal action or an outcome of an action.

3. Review the evidence and assign a score to this principal according the instrument language for Domain 1. The score must be between 1 and 4 but may contain one decimal place, e.g. 3.5.
**Activity:** Identify Performance Level Based Evidence

**Part 2: Agree on Performance Level**

**In a small group:**
1. Discuss your provisional score and how this was justified by the evidence.
2. Identify the relative importance of different pieces of evidence and how this impacted your evaluation.
3. Agree on a final score.

**In the larger group:**
1. Share your final score with a brief justification for the score. Include any additional information that would help support your decision on a final score for this domain.
2. Note any evidence that might be used for domains other than Domain 1.
## Next Steps: Suggested Half-Year Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early August</td>
<td>• Review all materials and develop training plan</td>
</tr>
<tr>
<td></td>
<td>• Complete annual evaluation survey in Evaluation Information System (EIS)</td>
</tr>
<tr>
<td>August</td>
<td>• Conduct initial training with school and district leaders</td>
</tr>
<tr>
<td></td>
<td>• Work with information system vendor to establish needs</td>
</tr>
<tr>
<td></td>
<td>• Begin annual planning and goal-setting conferences</td>
</tr>
<tr>
<td>September</td>
<td>• Complete annual planning and goal-setting conferences</td>
</tr>
<tr>
<td>October</td>
<td>• Approve administrator goals and teacher’s SGOs (by Oct 31)</td>
</tr>
<tr>
<td></td>
<td>• Conduct follow-up norming/evidence collection training with leadership team</td>
</tr>
<tr>
<td>December</td>
<td>• Close first observation window and hold post-observation conferences</td>
</tr>
<tr>
<td>January</td>
<td>• Conduct further norming/evidence collection training using feedback from first round of observations</td>
</tr>
</tbody>
</table>
1. What is the potential value of the NJPEPL Process and Observation Instrument for your administrators and/or your own professional growth?

2. Do you know how to access and use NJPEPL training materials? What more information do you need?

3. What is your next step based on the presentation?
Empowering Teachers: Sharing Leadership Responsibilities
Objectives

1. Understand the purpose and importance of growing systemic teacher leader work.
2. Discuss steps for sustaining strong models of teacher leadership.
3. Reflect on concrete examples and opportunities to grow district’s own teacher leader models.
Teacher Leadership

What It Is
Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.*

Why It’s Important
• Exemplary teachers reach more students
• Greater professional growth and job satisfaction through increased leadership
• Improved teacher retention

Student Outcomes Based on Professional Environment

Schools with the best professional environments see student achievement gains 40 percent greater than schools ranking among the lowest professional environments.

Kraft & Papay, 2014
Teacher Retention Based on Professional Environment

Effects of Teachers’ Influence on Decision Making on Teacher Retention

Teacher leadership can increase retention rates and professional conversations within a school building (Kardos & Johnson, 2007).
# Recognizing the Value of Shared Ownership in School Leader Evaluations

## Domain 1. Mission, Vision, and Core Values

*Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.*

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Growing Sustainable Models of Teacher Leadership
Why CLEAR?

Clear communication limits obstacles and increases the likelihood of sustainability.

Broad Stakeholder Engagement

- Inclusion in planning and implementation
- Transparency in model
  - Clear: Purpose, Structure, Outcome
- Frequent communication
Growing Sustainable Models of Teacher Leadership
Clear Purpose

Essential Question
What does our district hope to accomplish through teacher leadership?

What are the expected direct impacts on student outcomes?
• Impacting more students with exemplary teaching practices

What are the expected indirect impacts on student outcomes?
• Healthier climates and cultures
• Greater professional satisfaction
Clear Purpose: The Process

Guiding Questions:

• How does a review of the district’s quantitative and qualitative data indicate a clear purpose for teacher leaders?

• How do current or future goals inform a clear purpose?
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<thead>
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## Clear Purpose: East Brunswick Public Schools

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<td>Low performance in non-fiction reading</td>
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<td>Professional Capacity of Teachers</td>
<td>Observation instrument performance analysis</td>
<td>Low effectiveness in using assessment in instruction</td>
<td>Increase effectiveness in using assessment in instruction</td>
</tr>
</tbody>
</table>
Turn and Talk

1. What does your district data show?

2. How could teacher leaders be leveraged to target areas of need?

Or

1. Give examples of how your district is leveraging teacher leaders to target district data. Where are there additional opportunities?
Growing Sustainable Models of Teacher Leadership
Essential Question

What are the required skills, and subsequent roles and compensation structures, necessary for our teacher leaders?

How can teacher leaders’ skills be developed through high quality training?

- The more aware teachers become of their capacity to drive change, the more likely it is that deep change will occur – formalization increases that awareness (Reason & Reason, 2007).
Teacher Leader Model Standards

1. Fostering a Collaborative Culture to Support Educator Development and Student Learning
2. Accessing and Using Research to Improve Practice and Student Learning
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Promoting the Use of Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community
7. Advocating for Student Learning and the Profession
According to the Teacher Leader Endorsement Law, the endorsement:

• Must be earned on an instructional certificate

• Indicates that the owner has met the eligibility requirements including:
  o Completed an approved teacher leader program; and
  o Is prepared to apply the Teacher Leader Model Standards
# New Jersey Teacher Leader Network

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>Cohort 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stockton University</td>
<td>Jackson School District</td>
</tr>
<tr>
<td>New Jersey Education Association (NJEA)</td>
<td>Linden Public Schools</td>
</tr>
<tr>
<td>New Jersey Principals and Supervisors Association (NJPSA)</td>
<td>Madison Public Schools</td>
</tr>
<tr>
<td>East Brunswick Public Schools</td>
<td>North Hunterdon-Voorhees Regional High School</td>
</tr>
<tr>
<td>Northern Valley Regional Schools</td>
<td>North Plainfield School District</td>
</tr>
<tr>
<td>Summit Public Schools</td>
<td>Somerville Public Schools</td>
</tr>
<tr>
<td>Kean University, Plainfield Public Schools, Scotch Plains-Fanwood Public Schools</td>
<td>Weehawken Township School District</td>
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*Teacher Leadership Network Webpage* 
(https://www.state.nj.us/education/AchieveNJ/leadership/tln.shtml)
Clear Structure
Development Process: Summit Public Schools

Three-Year Teacher Leader Institute

Year 1: Leadership Professional Learning

Year 2: Research and Development
  District needs/teacher leader interests

Year 3: Implementation
Clear Structure

Essential Question
What are the required skills, and subsequent roles and compensation structures, necessary for our teacher leaders?

What specific roles can be formally developed for teacher leaders?

• Role differentiation is needed to hasten the movement of teachers into leadership roles to better impact students – otherwise, it occurs too slowly or not at all

(Katzenmeyer & Moller, 2001)
# Clear Structure:
## Teacher Leader Roles: East Brunswick Public Schools

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<td>Reduce number of bias incidents</td>
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<td>Professional Capacity of Teachers</td>
<td>Increase effectiveness in using assessment in instruction</td>
<td>10 teacher leaders created a PD module, trained 50 other teachers who then personalized the module for each department and presented at a full day PD session.</td>
</tr>
</tbody>
</table>
Essential Question
What are the required skills, and subsequent roles and compensation structures, necessary for our teacher leaders?

How can teacher leaders be compensated in time, money, or something else?

- Rewards, like money, which sometimes accompany teacher leadership formalization “may serve as a surrogate reward that actually represents recognition and respect” while simultaneously augmenting a teacher’s salary (Margolis & Deuel, 2009)
Clear Structure
Teacher Leader Role: Jackson School District

Academic Mentor: Advises Apprentice and Improving Teachers by:
• Giving feedback specific to pedagogy
• Observing classroom practices
• Acclimating new teachers to the school, facilities processes and culture

Content Lead: Provides Support for Areas of Academic and Administrative Success by:
• Analyzing data
• Researching best practices and sharing with colleagues
• Unpacking state standards
• Aligning instruction and assessments to intention of standards

Professional Development Lead: Develops and Leads School and District Level PD by:
• Working collaboratively with school administrators to deliver effective professional development
• Developing, designing, and evaluating PD sessions both at school and central levels

Technology Integration Lead: Supports District and School Technology Initiatives by:
• Modeling the implementation of integrated technology
• Researching apps, programs, and online curriculum
• Planning and presenting professional development

Early Literacy Lead: Supports Early Learning Initiatives by:
• Facilitating the needs of the K-2 curriculum
• Incorporating the use of technology
• Using data to drive instruction
• Providing expertise on subject area teaching strategies
• Researching best practice and shares with colleagues

* All teacher leaders serve as a model classroom to host peer observations
Clear Structure
Selection & Retention: Jackson School District

*Selection processes must be transparent and fair. Perceptions matter a lot.*

Identify:
- All paid Teacher Leader positions posted for two weeks
- Teachers must apply for position to be considered
- Candidates shall receive interview questions in advance
- Teacher Evaluation Score of 3.5 or higher

Select:
- Teacher Leader Advisory Committee reviews applications, interviews, and choose candidates based on:
  - Interview
  - Teacher Leader Disposition form
  - School and district needs

Retain:
- $3,000 stipend (Title II Teacher Leaders)
- Building and district level support
- Sense of satisfaction and pride in the school community
Turn and Talk

1. What type of training is your district offering to develop leadership skills in teacher leaders?
2. What roles and compensation structures are already in place?
3. How transparent are the processes?
4. Where are there opportunities to grow?
Growing Sustainable Models of Teacher Leadership
Clear Outcome

Essential Question
What are the concrete outcomes expected and how will we measure these?

• How are our expected outcomes related to our purpose?
• What metrics will we use to determine outcomes?
• How frequently should we adjust our teacher leader structure (e.g. development opportunities, roles, etc.) based on success in achieving our intended outcomes?
Clear Outcome

The Research

Formalized models should be studied in relation to a range of outcomes – from staff morale, to teacher efficacy, to student learning and achievement (Margolis & Higgins, 2012).
The Achievement Coaches Program

Achievement Coaches:

- Highly Effective educators who provide high-quality professional learning to their peers while growing as leaders
Clear Outcomes
Achievement Coach Program

300 total coaches trained educators throughout New Jersey, reaching an estimated 15,000 teachers in over 100 districts through over 350 direct trainings

Immediately after training, over 90% participants agreed that:
1. they were satisfied with the professional learning opportunity the Achievement Coach program provided
2. the content and skills they learned from the Achievement Coaches will help them improve as an educator

Three-Six months after training, over 80% participants:
1. are incorporating the skills and information learned in the sessions
2. believe the skills and content learned are impacting their students

High proportions of Achievement Coaches report exceptional professional growth, and continue in leadership roles
Take Aways

1. Teacher leadership has many benefits including direct and indirect impacts on student achievement.
2. Teacher leader work must be systemic and sustainable in design.
3. Organize stakeholders. Then, together plan and implement: clear purpose, clear structure, clear outcome.
10 Minute Break

Next Up: Integrating Systems: Evaluation and PD Basics
Integrating Systems: Evaluation and Pd Basics
Objectives

1. Identify which required evaluation and support systems are solidly in place and integrated in an appropriate way.
2. Identify processes that need to be revisited for compliance purposes.
3. Identify areas in which district is well-positioned to grow and further integrate systems to improve educator effectiveness.
AchieveNJ: A Tool for Improving Teaching and Leading
Collect Accurate Performance Information

- Purpose
- Basic Requirements
- Improving Quality
Annual Evaluation Training

Purpose
• Ensures knowledge of contents and effective use of observation instruments.
• Develops shared expectations for evaluators and evaluatees for observations and goal-setting procedures.

Basic Requirements
• Annual training in evaluation processes for all evaluators and evaluatees prior to evaluations occurring
• More in-depth training for first-time users
• District discretion for method and length of training
• At least two co-observations annually for teacher evaluators

Improving Quality
• Evaluators should re-norm regularly throughout the year on observation instrument to ensure consistency and accuracy – see Calibration Activities for Observers
Goal Setting Procedures

Purpose

• Goals provide a measure of educator effectiveness that is based on student growth and/or achievement.
• Complying with certain goal-setting procedures provides a baseline of goal quality.

Basic Requirements

• Set by October 31
• Developed in consultation with evaluatee and supervisor
• Student Growth Objectives
  o Based on student learning data
  o Aligned to state learning standards
  o Based on growth and/or achievement
  o Non-mSGP teachers set 2, mSGP teachers set 1 or 2
• Administrator Goals
  o Based on student growth and/or achievement data
  o Include a significant number of students within the school
SGOs: Improving Quality

Improving Quality
Require **all certificated staff** to set goals as part of the evaluation and support process
Consider **multi-year goals for principals**
SGO training videos   SGO quality rating rubric
Observations

Purpose
• Provide opportunities for an evaluator to collect evidence of educator practice.

Basic Requirements
• All Certificated Staff
  o Non-tenured – at least three observations*
  o Tenured – at least one observation (teachers must have at least two observations)
• Teachers and School Leaders
  o Observations conducted using state and board approved instrument
  o Pre-observation conferences precede at least one announced observation for teachers

Improving Quality
• Work out schedule prior to beginning of evaluation cycle and share schedule across leadership team

* At least 20 mins. each for teachers and OCS
Complete Evaluations

Purpose
• Complete evaluations using multiple measures provide more accurate and useful performance evaluation.
• Summative ratings are necessary for attaining standard certification and tenure.

Basic Requirements
• Summative score are produced for all certificated staff
• Teachers
  o Observation, SGO, mSGP (for qualifying teachers)
• School leaders
  o Observation, school SGO average, administrator goals, mSGP (for those qualifying)
Evaluation data is uploaded to Evaluation Information System (EIS) by deadline

Improving Quality
• Complete evaluations for all first and second year staff, (including substitute, long-term leave replacement and part-time) if they have worked in district for at least half a year, and preferably less, if possible.
### Turn and Talk: Collecting Accurate Performance Information

**Annual Evaluation Training**
- Annual training in evaluation processes for all evaluators and evaluatees prior to evaluations occurring
- More in-depth training for first-time users
- At least two co-observations annually for teacher evaluators

**Goal-Setting Procedures**
- All requirements for SGOs and Admin goals are met

**Complete Observations**
- Required number of observations
- State and board approved instrument
- At least one pre-observation conferences
- Evaluation data is uploaded to Evaluation Information System (EIS) by deadline

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- Is compliance being met?
- What are one or two areas you can focus on to improve quality for the upcoming year?
AchieveNJ: A Tool for Improving Teaching & Leading
Aligned Professional Development

- Purpose
- Basic Requirements
- Improving Quality
Supervisory Feedback Conferences

Purpose
• Review data collected during observations.
• Connect data to the practice instrument and the educator’s professional development plan.
• Offer areas to improve effectiveness.

Basic Requirements
• Post-observation conferences occur within 15 working days of the observation
• Teacher post-observation conferences must occur face-to-face*
• Feedback must be targeted (connected to evidence provided in observation reports) and actionable (practical and can lead to change in practice)

Improving Quality
• Expand supervisory feedback to include discussion of progress on goals
• Increase number of opportunities to provide feedback outside of the formal post-observation conference process, e.g. following walk-throughs

*One conference may be conducted via written communication for tenured teachers in good standing assuming teacher/supervisor agreement
## Supervisory Feedback Exemplar

<table>
<thead>
<tr>
<th>Area of Growth</th>
<th>Sample Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>2d: Managing Student Behavior*</td>
<td>“Student behavior (2d) was never ‘out of control,’ but it was a mixed bag. Too many times you had to repeat yourself, pause or raise your volume to get students’ attention. Revisiting classroom procedures and addressing issues up front with a consistent reinforcement of the standards of conduct introduced to students would yield better results.”</td>
</tr>
</tbody>
</table>

*Danielson Exemplar*
Supervisory Feedback Conferences

- Post-observation conferences occur within 15 working days of the observation.
- Teacher post-observation conferences must occur face-to-face.
  - One conference may be conducted via written communication for tenured teachers in good standing assuming teacher/supervisor agreement.
- Feedback must be targeted (connected to evidence provided in observation reports) and actionable (practical and can lead to change in practice).

- Is compliance being met?
- What is one area you can focus on to improve quality for the upcoming year?
PDP Goals Linked to Performance Evaluation

Purpose

• According to the TEACHNJ Act, the purpose of evaluations is to improve instruction by providing specific feedback to educators, and informing the provision of aligned professional development.

Basic Requirements

• PDPs are in place by October 31 or within 25 days of receiving a summative score
• PDPs are replaced by a Corrective Action Plan in the case of a less-than-effective summative rating the prior year (<2.65)
• Teachers
  o One goal linked to results from individual performance evaluation
  o One goal linked to district, school, team or individual goals
• School Leaders
  o Derived from performance evaluation
  o Address specific individual, school, or school district goals

Improving Quality

• Review progress on PDP goals at post-observation conferences
### PDP Goals Linked to Performance Evaluation Example

<table>
<thead>
<tr>
<th>Recent Performance Evaluation</th>
<th>Administrator Goals</th>
<th>Prioritized practice domains*</th>
</tr>
</thead>
</table>
| "Consider expanding the role of teacher-leaders to assist in the implementation of the district's sheltered instruction goal." | By May, appropriate sheltered instruction techniques taught during staff PD sessions will be visible in 80% of ELL classroom visits. | Domain 1: Mission, Vision, Core Values  
Domain 2: Curriculum, Instruction, and Assessment  
Domain 3: Professional Capacity of School Personnel  
*NJPEPL Observation Instrument |

**Professional Development Plan:** Develop the knowledge and skills to create and implement a school-wide system which supports teacher-leaders in facilitating the development of the professional capacity of school personnel in sheltered instruction techniques.
Turn and Talk: PDP Linked to Performance Evaluation

PDP Linked to Performance Evaluation

- PDPs are in place by October 31 or within 25 days of receiving a summative score
- PDPs are replaced by a Corrective Action Plan in the case of a less-than-effective summative rating the prior year (<2.65)
- Teachers
  - one goal linked to results from individual performance evaluation
  - one goal linked to district, school, team or individual goals
- School Leaders
  - Derived from performance evaluation
  - Address specific individual, school, or school district goals

- Is compliance being met?
- What is one area you can focus on to improve quality for the upcoming year?
School Improvement Panels

Purpose
• Provides school-level oversight and support of evaluation, mentoring and PD processes.

Basic Requirements
• Membership includes principal, VP/AP or designee, teacher (1/3 minimum)
• Responsibilities include;
  o Oversight and support for school-wide evaluation processes
  o Oversight and support for mentoring of teachers new to the school
  o Identification of professional development opportunities that support school PDPs by using aggregate evaluation and student achievement data

Improving Quality
  Meet frequently and review best practices in ScIP 1.0 guidance
## Sample ScIP Activities

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>• Finalize membership on ScIP by August 31.</td>
</tr>
</tbody>
</table>
| **September** | • Hold start of school year ScIP meeting to review related district and school policies and standards and to discuss priorities, schedules, etc.  
                          • Finalize the observation schedule.  
                          • Ensure that all new teachers receive initial training on the practice instrument.  
                          • Discuss yearly refresher training for observers.  
                          • Identify all new teachers and ensure they receive a comprehensive orientation.  
                          • Ensure each novice provisional teacher has a 1-1 mentor |
| **October**   | • Ensure all school staff members have received information and training on all components of the district evaluation rubric.  
                          • Ensure all observers are appropriately qualified and trained.  
                          • Identify any obstacles in the process of setting SGOs prior to October 31 deadline.  
                          • Survey new teachers about their support needs.  
                          • Ensure any necessary annual modifications to the PDPs are updated prior to October 31 deadline. |
| **November – December** | • Review the first round of teacher observation data and identify related PD needs.  
                          • Share findings of this review with the DEAC.  
                          • Discuss “lessons learned” from first round of co-observations. |
| **January**   | • Review the progress of observations.  
                          • Review the quality of feedback provided to teachers.  
                          • Get feedback from new teachers, review how they are doing and suggest approaches for further assistance. |
## Turn and Talk: School Improvement Panels

### School Improvement Panels

- **Membership includes** principal, VP/AP or designee, teacher (1/3 minimum)
- **Responsibilities include:**
  - Oversight and support for school-wide evaluation processes
  - Oversight and support for mentoring of teachers new to the school
  - Identification of professional development opportunities that support school PDPs by using aggregate evaluation and student achievement data

- Is compliance being met?
- What is one area you can focus on to improve quality for the upcoming year?
Evaluation & PD Basics: Outcomes

1. Which processes have you identified that need to be revisited for compliance purposes? Do you need further information about these?

2. In which one-two areas is your district/school well-positioned to grow and further integrate systems to improve educator effectiveness?

3. List a couple of immediate action steps you can take to address the items above.
Thank You