



AchieveNJ: Integration and Leadership

Office of Evaluation
Division of Academics and Performance
Summer 2018

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Welcome

Growing Principals:

Professional Learning through Evaluation and PD Processes

Empowering Teachers:

Sharing Leadership Responsibilities

Integrating Systems:

Evaluation and PD Basics

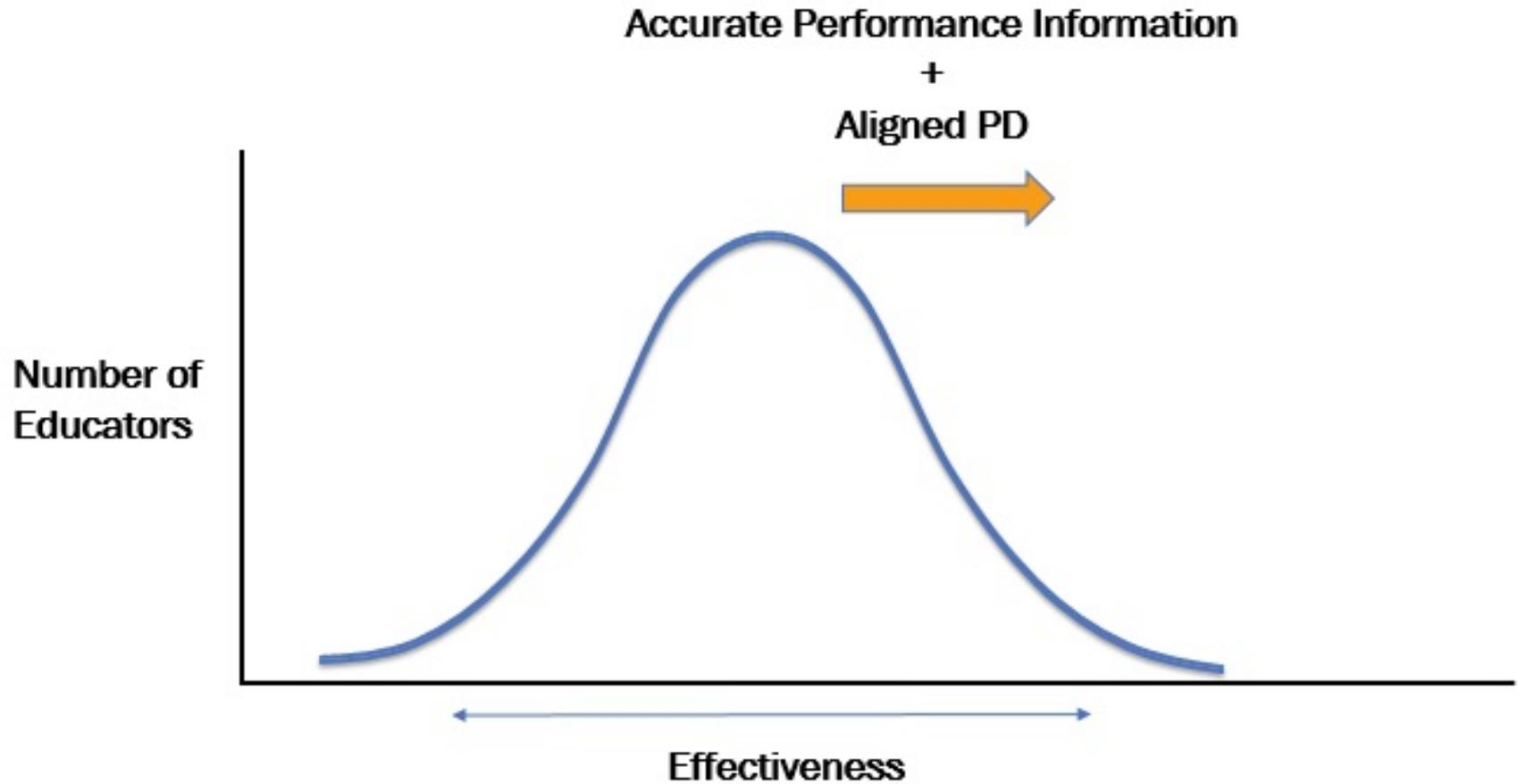
Educator Evaluation, Professional Development, & Growth

Theory of Action

Align and leverage the required evaluation and professional development processes to encourage growth in educators



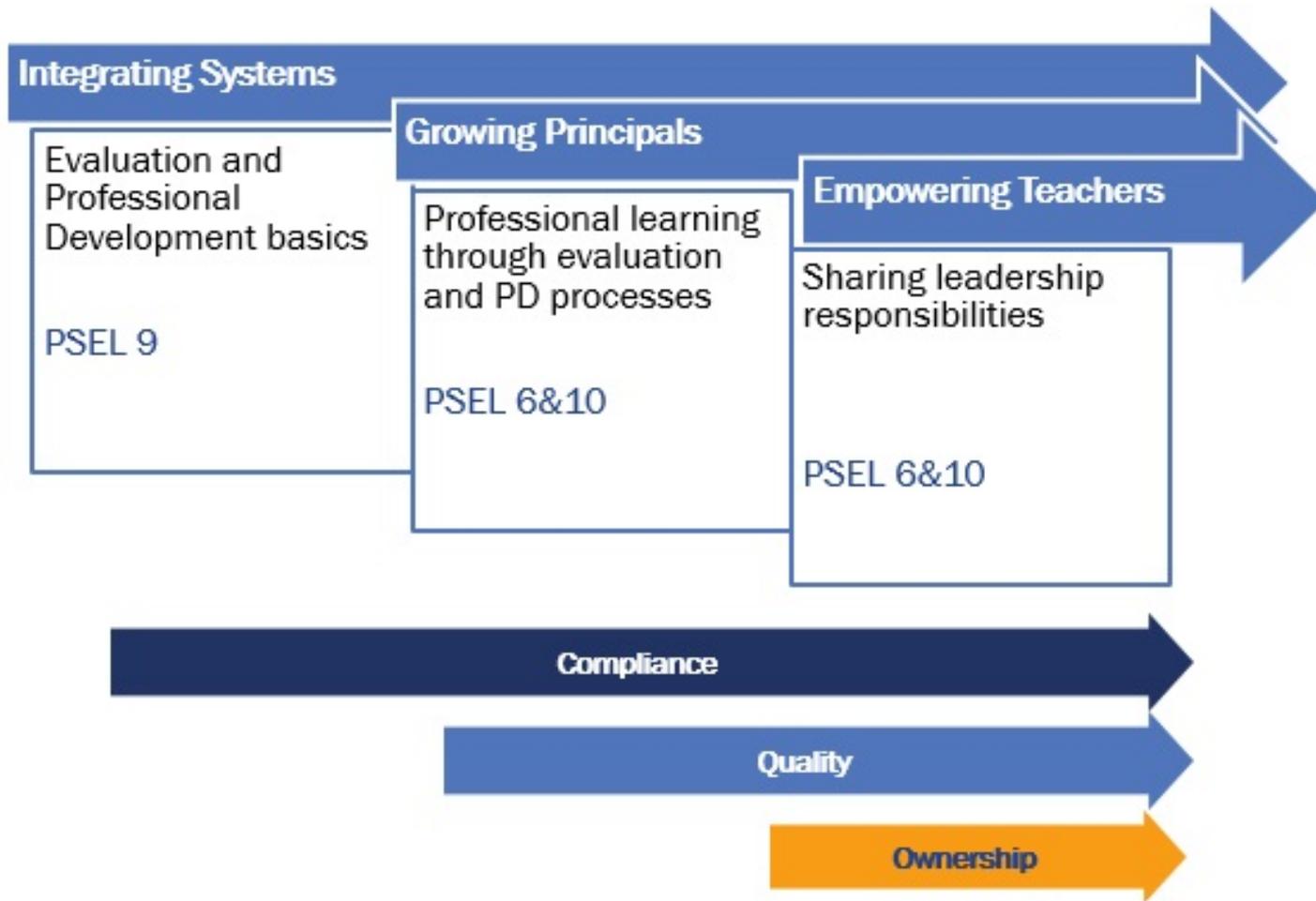
AchieveNJ: A Tool for Improving Teaching and Leading



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



Evaluation Information System

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.

New Jersey Department of Education
Evaluation Information System (2017-18)

DOE Homeroom [Download: User Manual](#)

To access EIS, the user must enter the County ID and District ID for login.

Login

Select Login Level: [?](#) District DOE Administrator

Please enter the District login data below, then click "Log on" button:

County ID: District ID:

Web User ID:

Password:

NEW JERSEY STATE DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NEW JERSEY 08625-0500
Support email: edueval@doe.nj.gov

GENERAL

- ▶ [BASIC INFORMATION AND STATUS](#)

SUBMIT/UPLOAD DATA

Submit/Upload data functions open July 9th to August 10th 2018.

- ▶ [STAFF EVALUATION SCORES](#) [?](#)
- ▶ [ANNUAL EVALUATION SURVEY](#) [?](#)

VERIFY/CORRECT DATA

Verify/Correct data functions locked until mSGP release Fall 2018.

- ▶ [TEACHERS](#)
- ▶ [PRINCIPALS/APs/VPs](#)
- ▶ [OTHER CERTIFIED STAFF \(OCS\)](#)
- ▶ [CHANGE ROLE / STAFF MEMBER SEARCH \(SMID\)](#)
- ▶ [MOVE STAFF MEMBER](#) [?](#)

CERTIFY DATA

Certify data locked until mSGP release Fall 2018 .

- ▶ [CERTIFY EVALUATION DATA](#) [?](#)

ARCHIVE

- ▶ [EXPORT STAFF EVALUATION RECORDS](#)
- ▶ [HISTORICAL DOCUMENT FILE STORAGE](#) [?](#)



Growing Principals: Professional Learning Through Evaluation and PD Processes

[NJPEPL Website](#)

[\(www.state.nj.us/education/AchieveNJ/principal/pl/\)](http://www.state.nj.us/education/AchieveNJ/principal/pl/)

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

Principals Matter: Evaluation for Growth

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.”

P. Goff; E. Goldring; J. Guthrie; L. Bickman. “Changing principals’ leadership through feedback and coaching, 2014. *Journal of Educational Administration*, 52(5), 682-704.

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

Direct Alignment to Professional Standards for Educational Leaders (PSEL)

Area	Domain
Instructional Leadership	Mission, Vision and Core Values
	Curriculum, Instruction and Assessment
	Professional Capacity of School Personnel
Organizational Leadership	Equity and Cultural Responsiveness
	Community of Care and Support for Students
	Meaningful Engagement of Families and Community
	Operations and Management

Actions, Outcomes, & Levels of Effectiveness

Scored at the domain level with a clear delineation between levels of performance related to leader's *actions* and their *outcomes*.

	4	3	2	1
Action	consistent planning AND shared leadership AND	planning	inconsistent planning OR	
Outcome	significant improvement OR sustained high performance	positive effect	limited or no positive effect	negative effect

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



NJPEPL Training Modules and Materials

Home About Us Programs Data News Room Contact Us facebook

»Home »AchieveNJ Home »Principal Evaluation

Home
Calendar of Events
Evaluation of Other Educators
Evaluation Scoring
Forms and Tools
New Teacher Guidance
Laws and Regulations
Professional Development
Resources
Teacher Leadership

NJ Principal Evaluation for Professional Learning

- **New Jersey Principal Evaluation for Professional Learning Process**
([Word](#) | [PDF](#))
- **New Jersey Principal Evaluation for Professional Learning Observation Instrument**
([Word](#) | [PDF](#))

As it continues to improve evaluation systems and the support it offers districts and educators, the NJDOE is providing the New Jersey Principal Evaluation for Professional Learning (NJPEPL) Process and Observation Instrument. Districts may adopt the NJPEPL Observation Instrument as the practice component of their principal evaluation rubric beginning in 2018-19.

The NJPEPL Process and Observation Instrument were developed through broad stakeholder engagement and a two-year pilot process. As an integrated system of principal evaluation, NJPEPL offers a simpler, yet more powerful approach for the evaluation and professional development of school leaders.

"More appropriate evaluation of what the principals are doing on a day-to-day basis." ~ Chris Carrubba, Superintendent, Belvidere and Harmony Township

*"This process allows for more dialogue with the superintendent and also allows you to showcase your standards with specific artifacts rather than a multitude of artifacts. It focuses on the growth model."
~ Jayme Orlando, Principal, Manalapan-Englishtown Regional School District*

The following training modules consisting of videos and supplementary materials may be used by school districts to prepare administrators in the use of the NJPEPL Process and Observation Instrument.

- NJPEPL Process Training Modules (+)
- NJPEPL Observation Instrument Training Modules (+)

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

NJPEPL Process Training Modules

NJPEPL Observation Instrument Training Modules

[AchieveNJ Webpage \(https://www.state.nj.us/education/AchieveNJ/\)](https://www.state.nj.us/education/AchieveNJ/)

[NJPEPL Webpage \(https://www.state.nj.us/education/AchieveNJ/principal/pl/\)](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?

NJPEPL: Domain One Training Activity

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.

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.	3- 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.	2- 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.	1- 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.
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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.

Activity: Type & Quality of Evidence

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.

Activity: Type & Quality of Evidence

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?

Think	Jot down some ideas and note whether the evidence is indirect or direct.	3 min.
Share	Share your ideas with the group.	3 min.
Identify	Note areas where the group agrees and where there may be open questions.	5 min.

Activity: Identify Performance Level Based Evidence

Part 1: Gather Evidence

Independently

1. Watch the first 5½ 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

Date	Activity
Early August	<ul style="list-style-type: none">• Review all materials and develop training plan• Complete annual evaluation survey in Evaluation Information System (EIS)
August	<ul style="list-style-type: none">• Conduct initial training with school and district leaders• Work with information system vendor to establish needs• Begin annual planning and goal-setting conferences
September	<ul style="list-style-type: none">• Complete annual planning and goal-setting conferences
October	<ul style="list-style-type: none">• Approve administrator goals and teacher's SGOs (by Oct 31)• Conduct follow-up norming/evidence collection training with leadership team
December	<ul style="list-style-type: none">• Close first observation window and hold post-observation conferences
January	<ul style="list-style-type: none">• Conduct further norming/evidence collection training using feedback from first round of observations

Professional Learning through Evaluation & PD

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.**

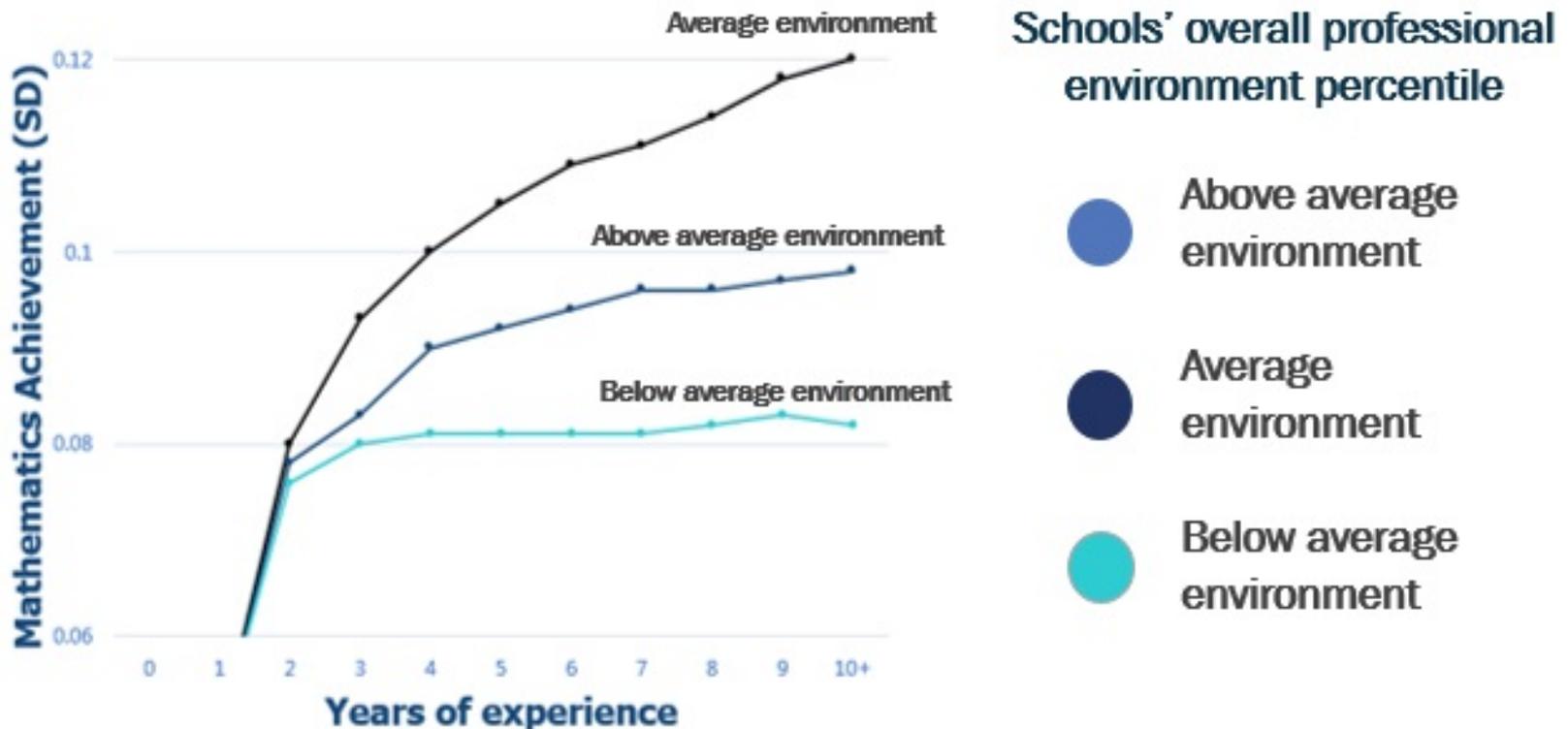
Why It's Important

- Exemplary teachers reach more students
- Greater professional growth and job satisfaction through increased leadership
- Improved teacher retention

*York-Barr & Duke, 2004, p. 287

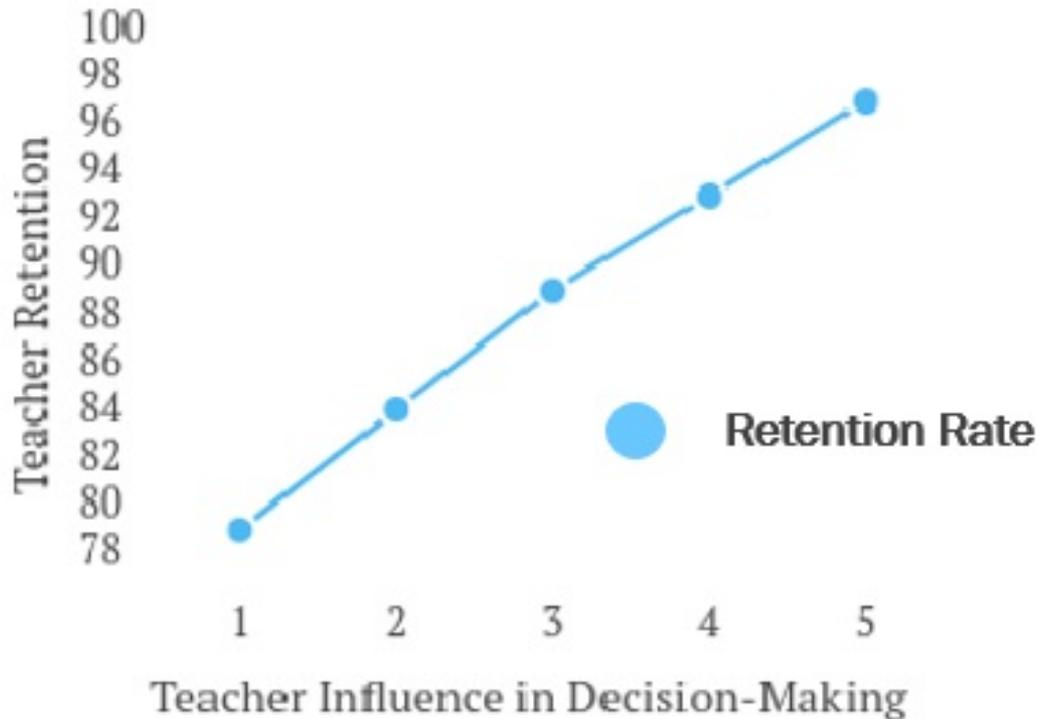
Student Outcomes Based on Professional Environment

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



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

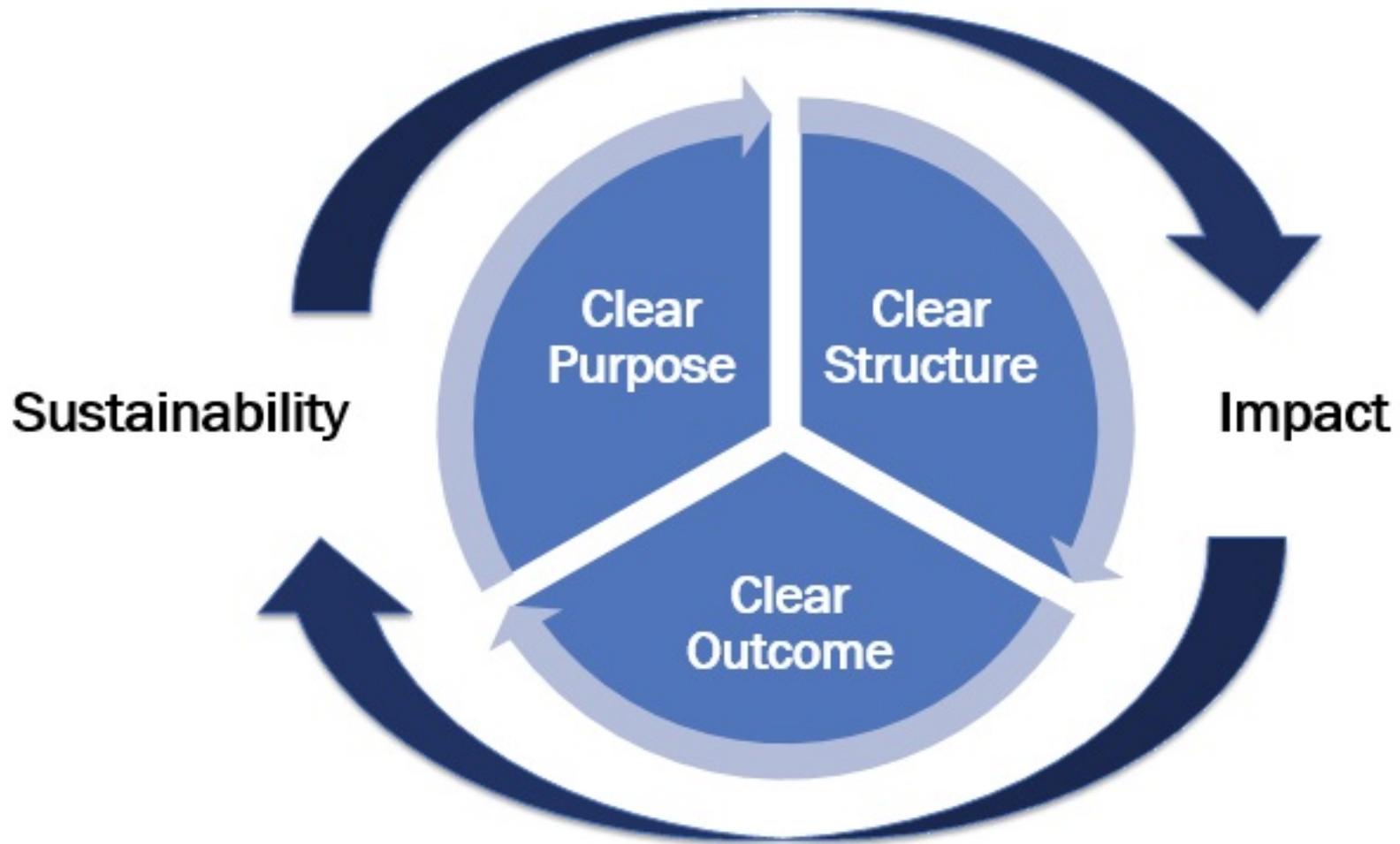
Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

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.

3- 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.

Growing Sustainable Models of Teacher Leadership



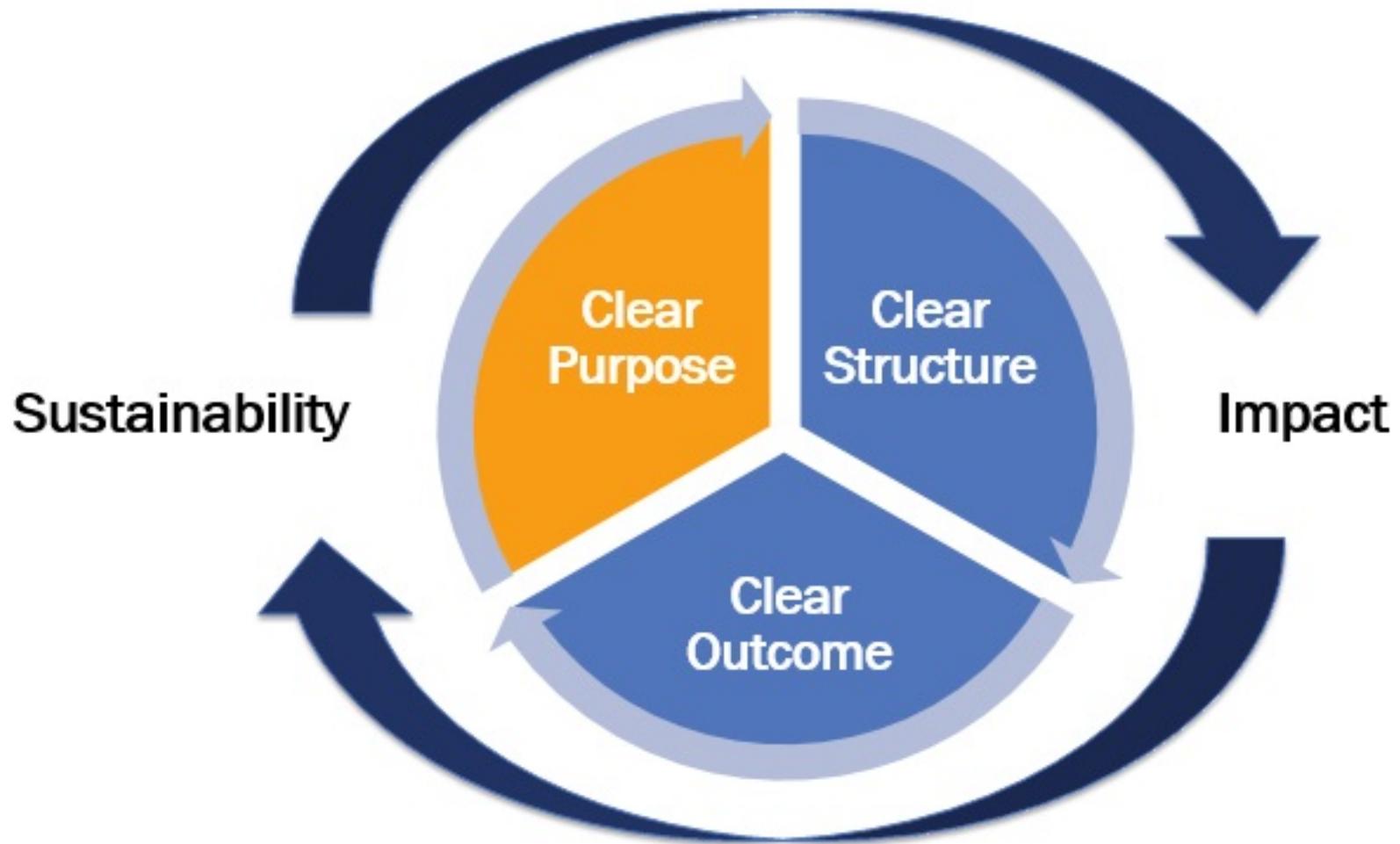
Why CLEAR?

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?

Clear Purpose: East Brunswick Public Schools

Area			
Academic Achievement			
School Climate			
Professional Capacity of Teachers			

Clear Purpose: East Brunswick Public Schools

Area	Data Source	Finding	Purpose
Academic Achievement	PARCC scores	Low performance in non-fiction reading	Increase scores in non-fiction reading
School Climate			
Professional Capacity of Teachers			

Clear Purpose: East Brunswick Public Schools

Area	Data Source	Finding	Purpose
Academic Achievement	PARCC scores	Low performance in non-fiction reading	Increase scores in non-fiction reading
School Climate	Behavioral incident reports	Increased number of bias incidents at Junior High and High School	Reduce number of bias incidents
Professional Capacity of Teachers			

Clear Purpose: East Brunswick Public Schools

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Academic Achievement	PARCC scores	Low performance in non-fiction reading	Increase scores in non-fiction reading
School Climate	Behavioral incident reports	Increased number of bias incidents at Junior High and High School	Reduce number of bias incidents
Professional Capacity of Teachers	Observation instrument performance analysis	Low effectiveness in using assessment in instruction	Increase effectiveness in using assessment in instruction

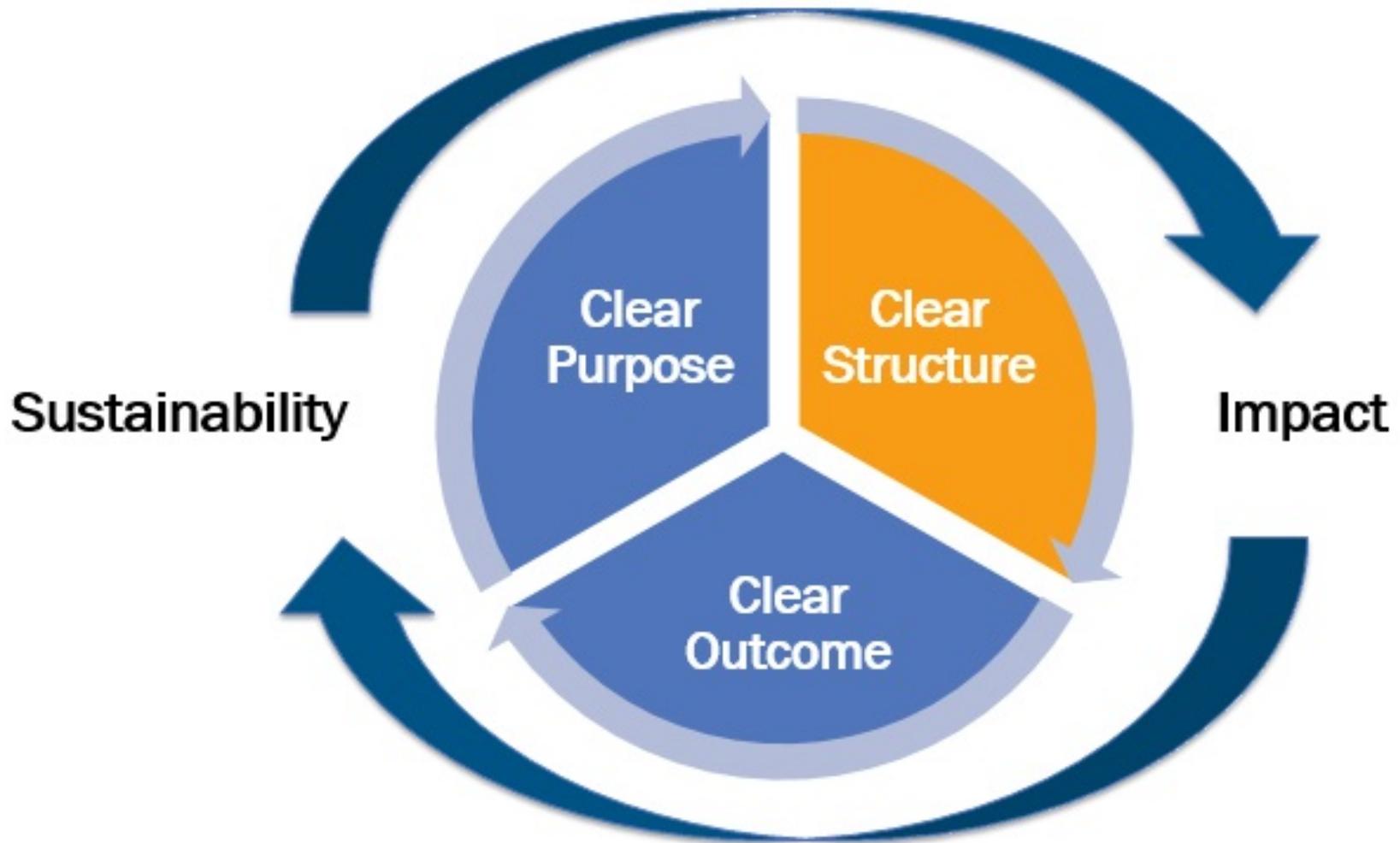
Turn and Talk

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



Clear Structure

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

Clear Structure

Development Process: Teacher Leader Endorsement

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:
 - Completed an approved teacher leader program; and
 - Is prepared to apply the Teacher Leader Model Standards

New Jersey Teacher Leader Network

Cohort 1	Cohort 2
Stockton University	Jackson School District
New Jersey Education Association (NJEA)	Linden Public Schools
New Jersey Principals and Supervisors Association (NJPSA)	Madison Public Schools
East Brunswick Public Schools	North Hunterdon-Voorhees Regional High School
Northern Valley Regional Schools	North Plainfield School District
Summit Public Schools	Somerville Public Schools
Kean University, Plainfield Public Schools, Scotch Plains-Fanwood Public Schools	Weehawken Township School District

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

Area	Purpose	Role
Academic Achievement	Increase scores in non-fiction reading	50 teacher leaders across all content areas train colleagues in NewsELA PRO during a technology duty period.
School Climate		
Professional Capacity of Teachers		

Clear Structure:

Teacher Leader Roles: East Brunswick Public Schools

Area	Purpose	Role
Academic Achievement	Increase scores in non-fiction reading	50 teacher leaders across all content areas train colleagues in NewsELA PRO during a technology duty period.
School Climate	Reduce number of bias incidents	Using Sources of Strength program, teacher leaders led other teachers in becoming adult advisors for peer mentoring program
Professional Capacity of Teachers		

Clear Structure:

Teacher Leader Roles: East Brunswick Public Schools

Area	Purpose	Role
Academic Achievement	Increase scores in non-fiction reading	50 teacher leaders across all content areas train colleagues in NewsELA PRO during a technology duty period.
School Climate	Reduce number of bias incidents	Using Sources of Strength program, teacher leaders led other teachers in becoming adult advisors for peer mentoring program
Professional Capacity of Teachers	Increase effectiveness in using assessment in instruction	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.

Clear Structure

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

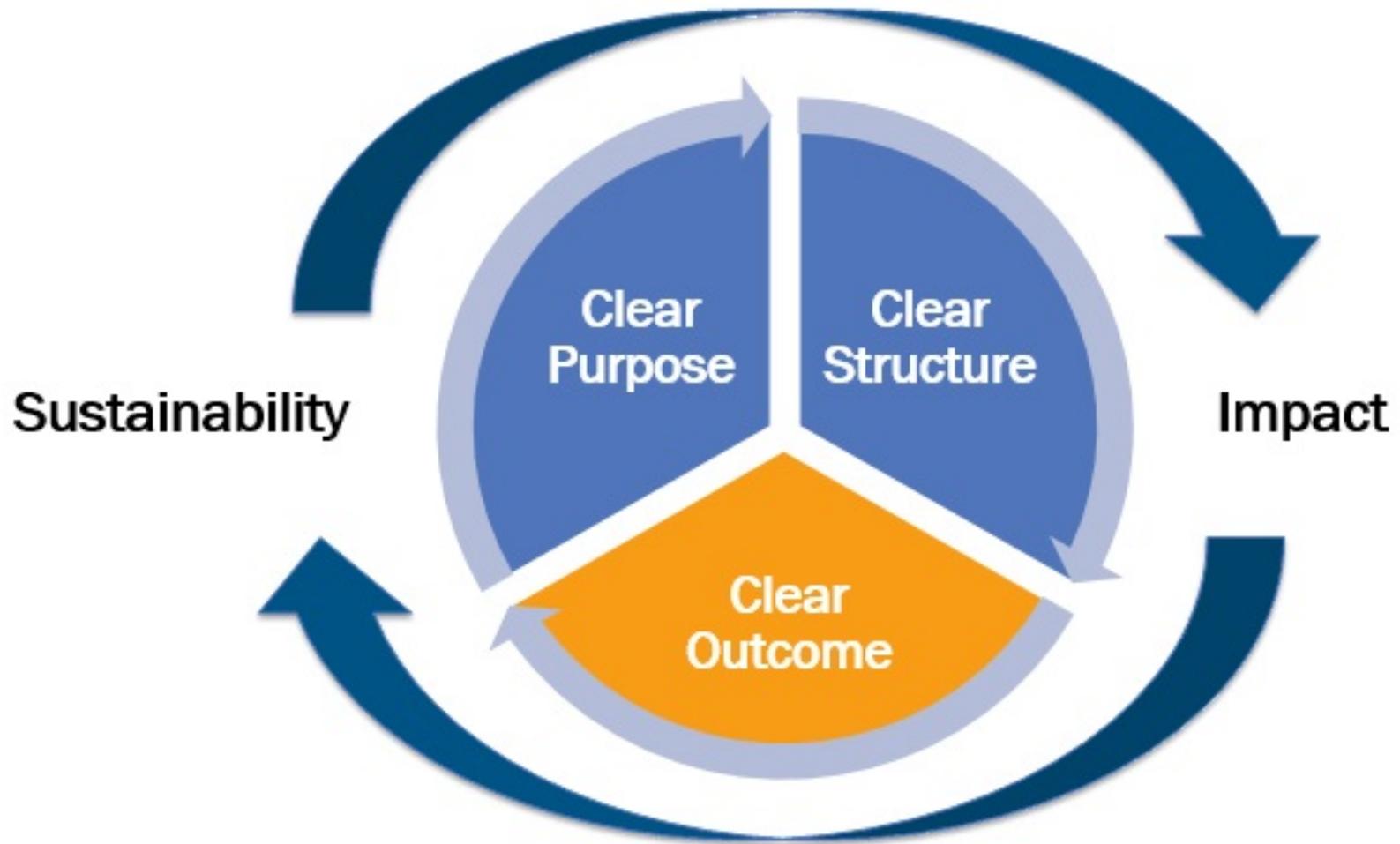
Retain:

- \$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.

BREAK

10 Minute Break

Next Up: Integrating Systems: Evaluation and PD Basics

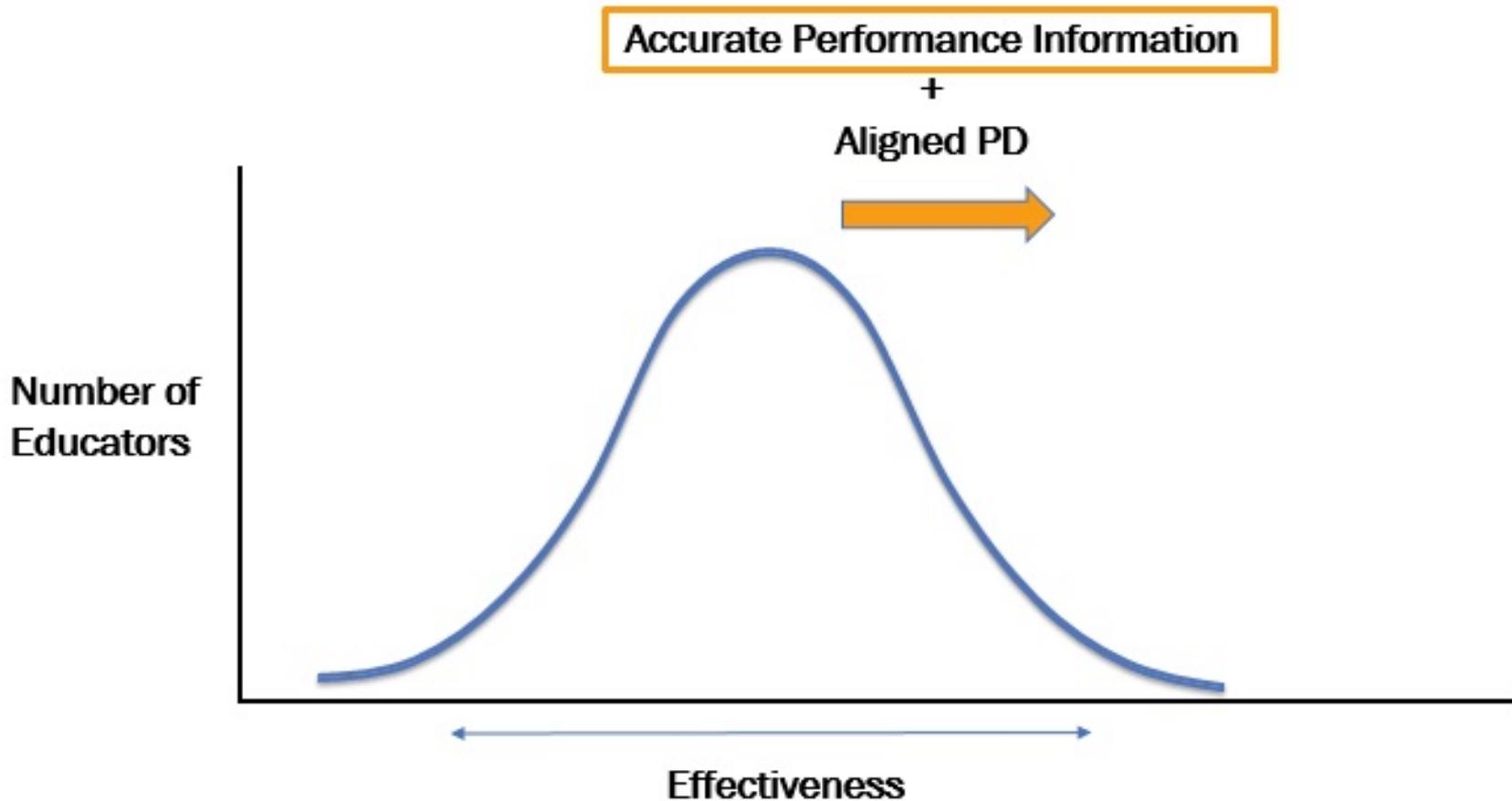


Integrating Systems: Evaluation and Pd Basics

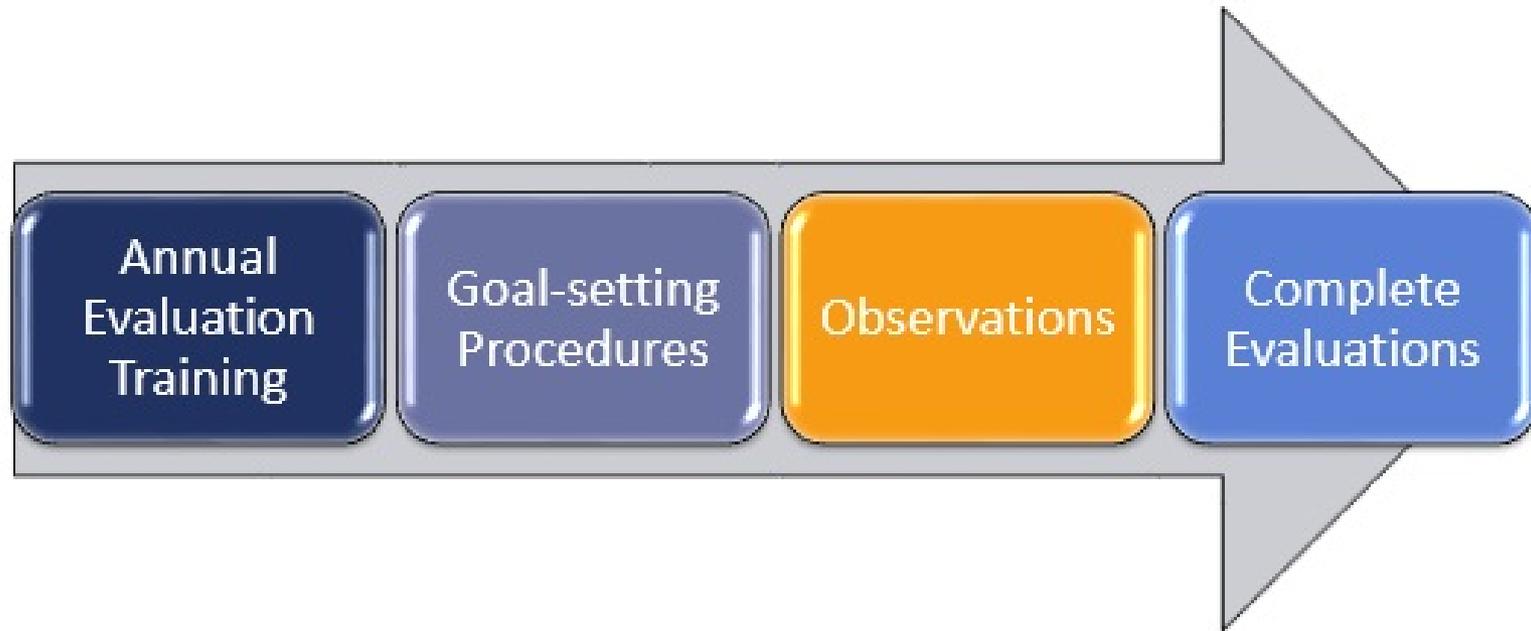
Objectives

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
 - Based on student learning data
 - Aligned to state learning standards
 - Based on growth and/or achievement
 - Non-mSGP teachers set 2, mSGP teachers set 1 or 2
- Administrator Goals
 - Based on student growth and/or achievement data
 - Include a significant number of students within the school

SGOs: Improving Quality

SGO Training Videos

Video One: SGOs – Alignment to Standards

Excellent
RATIONALE FOR SGO/STANDARDS CHOSEN
Includes all or most standards for which the teacher is responsible during the instructional period.
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.



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
 - Non-tenured– at least three observations*
 - Tenured– at least one observation (teachers must have at least two observations)
- Teachers and School Leaders
 - Observations conducted using state and board approved instrument
 - 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
 - Observation, SGO, mSGP (for qualifying teachers)
 - School leaders
 - Observation, school SGO average, administrator goals, mSGP (for those qualifying)
- Evaluation data is uploaded to Evaluation Information System (EIS) by deadline

Improving Quality

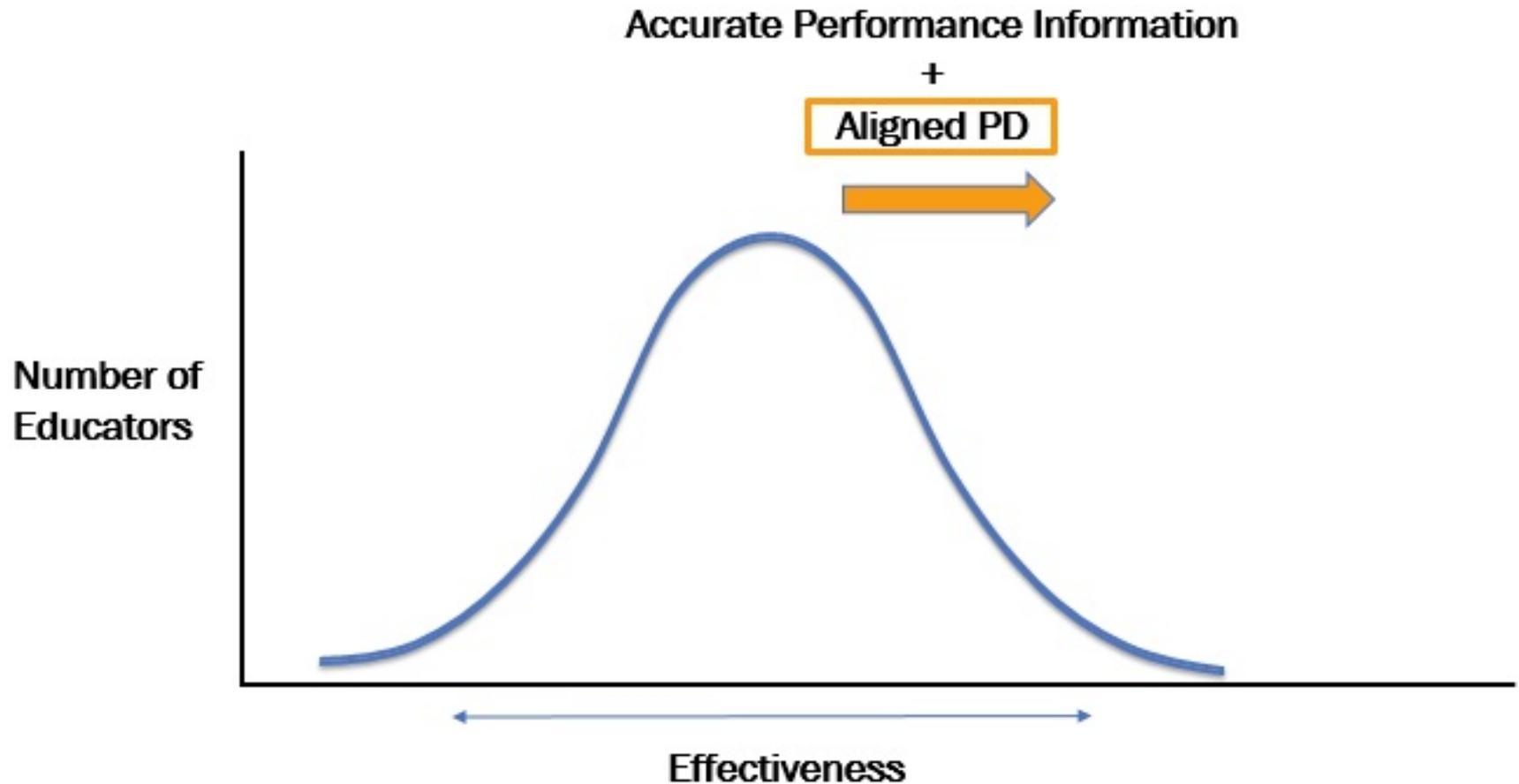
- Complete evaluations for all first and second year staff, (including substitute, long-term leave replacement and part-time) if they have worked in district for at least half a year, and preferably less, if possible.

Turn and Talk: Collecting Accurate Performance Information

Annual Evaluation Training	Goal-Setting Procedures	Complete Observations
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• All requirements for SGOs and Admin goals are met	<ul style="list-style-type: none">• 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

- 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

Area of Growth	Sample Feedback
2d: Managing Student Behavior*	“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.”

Turn and Talk: Supervisory Feedback Conferences

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
 - 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

Improving Quality

- Review progress on PDP goals at post-observation conferences

PDP Goals Linked to Performance Evaluation Example

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

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

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- Teachers
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- 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;
 - 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

Improving Quality

Meet frequently and review best practices in SCIP 1.0 guidance

Sample ScIP Activities

August	<ul style="list-style-type: none">• Finalize membership on ScIP by August 31.
September	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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