



# AchieveNJ: a Tool for Improving Teaching and Leading

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2017

# Agenda

## Using Accurate Evaluations to Inform Quality Professional Development

- *Pete Mazzagatti*
- 

## Principal evaluation: Reframe and Align to Strengthen Leadership

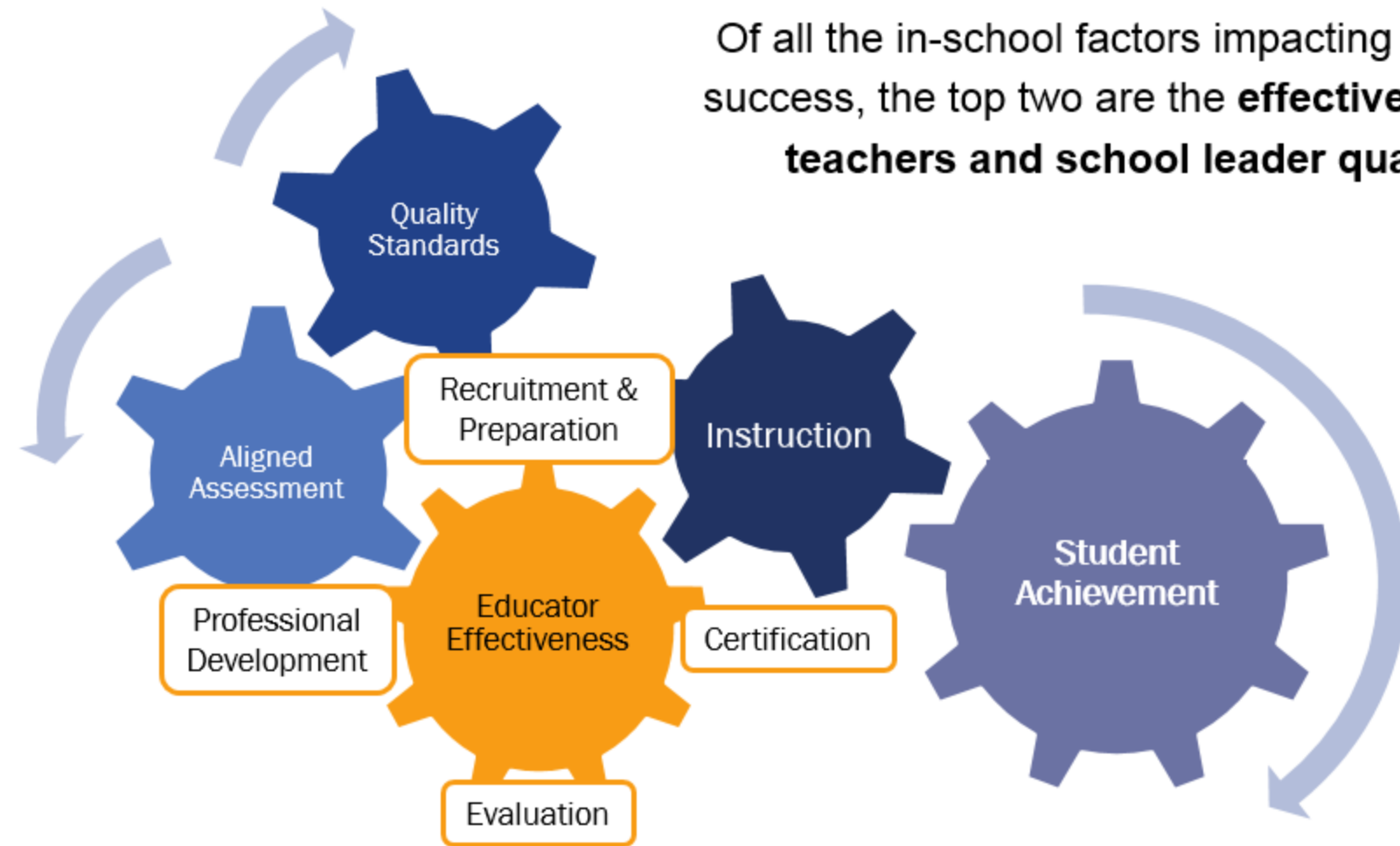
- *Paul Palek*
- 

## Evaluating, Supporting and Retaining Highly Effective Teachers

- *Chelsea Collins*
-

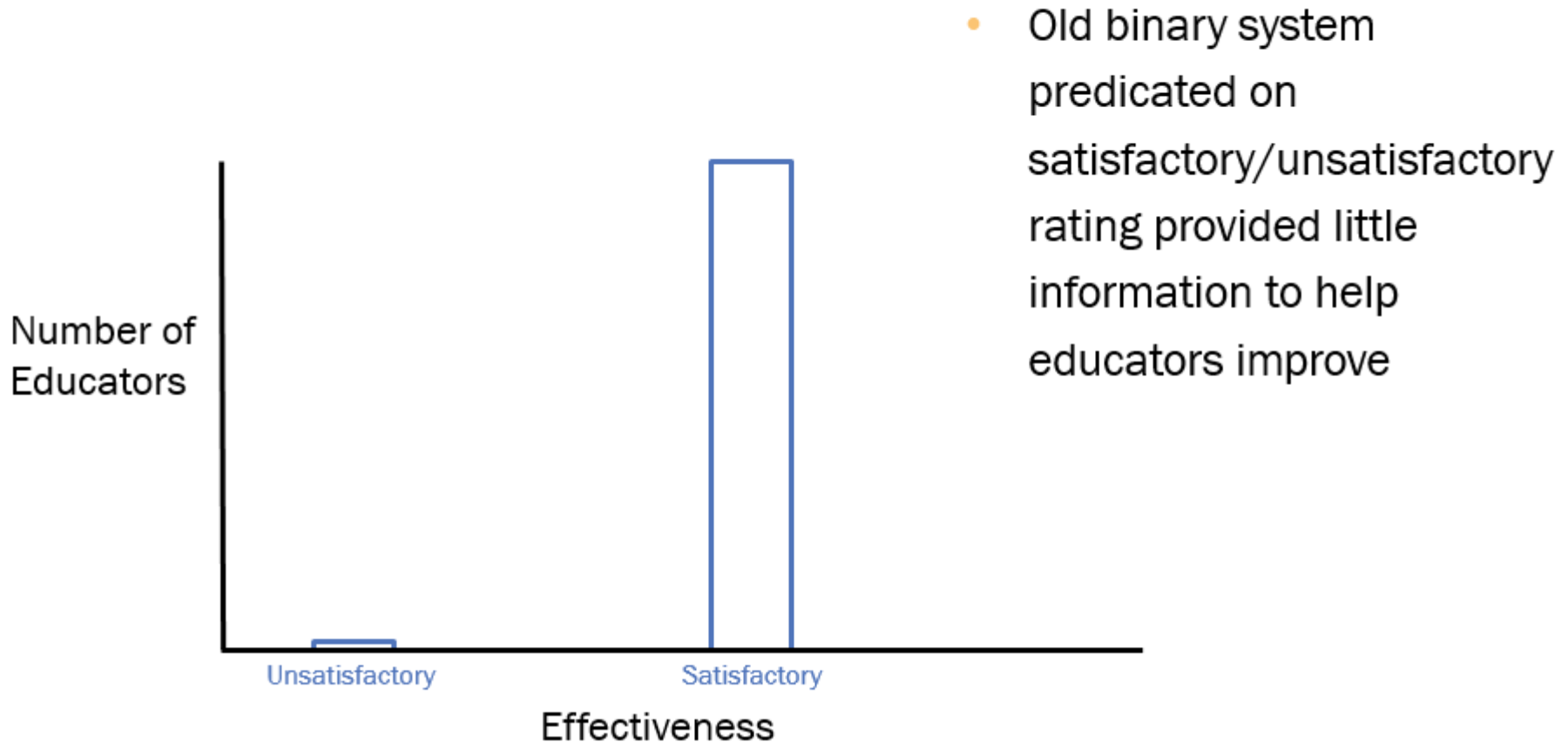
# Improving Student Achievement Through Better Instruction

Of all the in-school factors impacting student success, the top two are the **effectiveness of teachers and school leader quality**



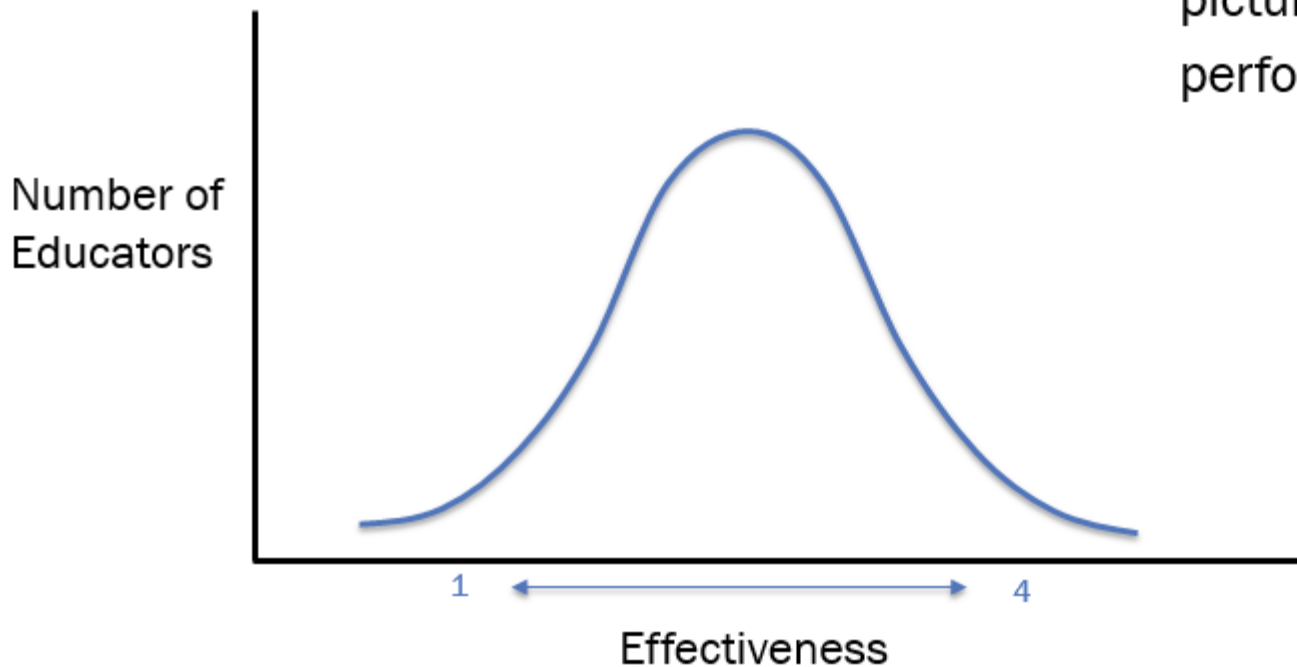
# AchieveNJ: A Tool for Improving Teaching and Leading

## Where We Were



# AchieveNJ: A Tool for Improving Teaching and Leading

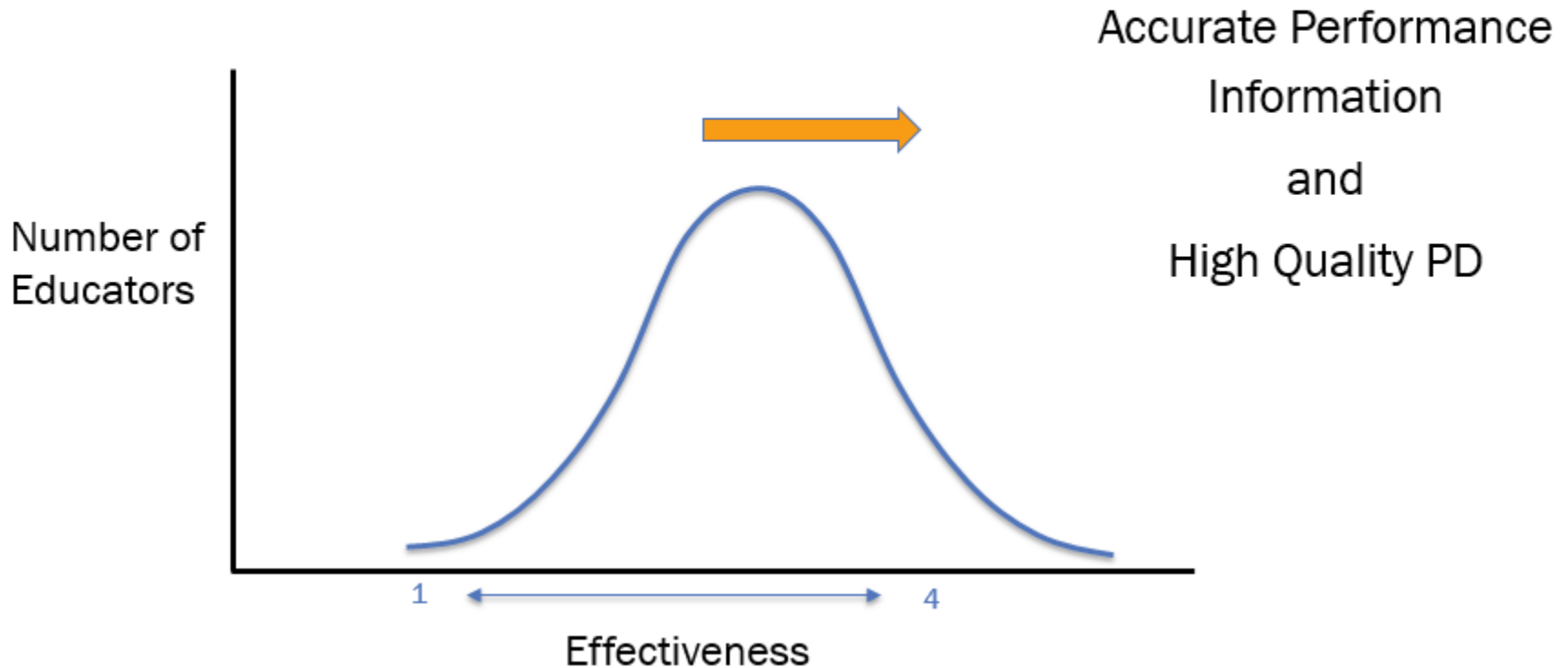
## Where We Are



- AchieveNJ provides a more nuanced and informative picture of educator performance

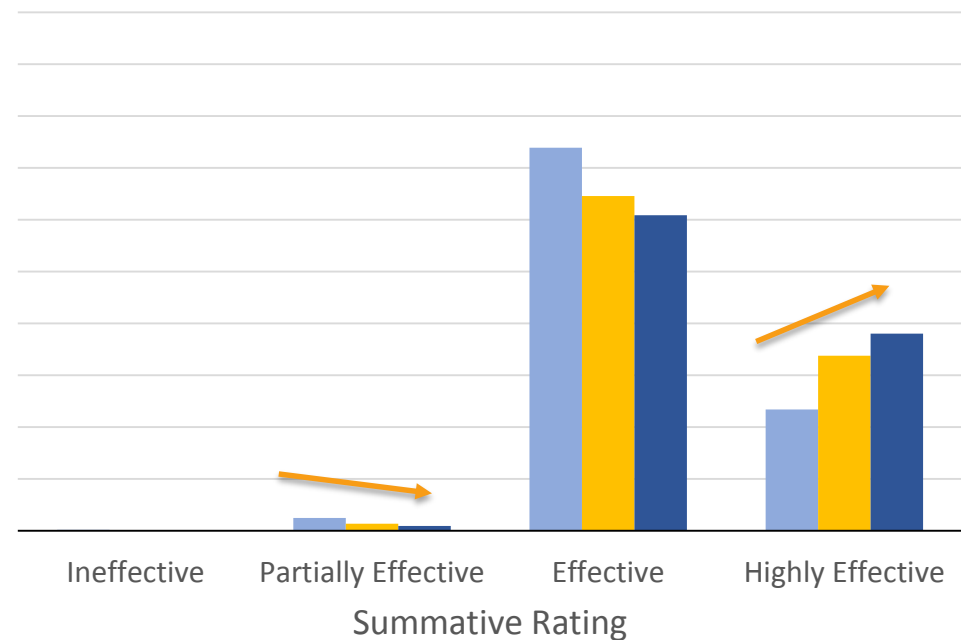
# AchieveNJ: A Tool for Improving Teaching and Leading

## Where We Are Going



# Hard Work is Paying Off: Teacher Evaluation Ratings are Improving

- Since 2013, there are more Highly Effective teachers and fewer Partially Effective and Ineffective teachers
- Our best teachers are still teaching (~95%)
- Struggling teachers are improving (2/3) or leaving (1/3)
- Thousands of teachers have improved over the past three years



# How Is AchieveNJ Working?

1. Expectations for good teaching have been clarified
2. The observation process allows for improved conversations and feedback
3. Student and teacher data is being used to improve teacher practice



# Growth Areas in Evaluation

Area	Objective
Teacher Evaluation	Use accurate evaluations to inform quality professional development
Principal Evaluation	Reframe observations and align components to strengthen school leadership
Highly Effective Teachers	Elevate, support and retain the best teachers to strengthen the educational community



# Teacher Evaluation

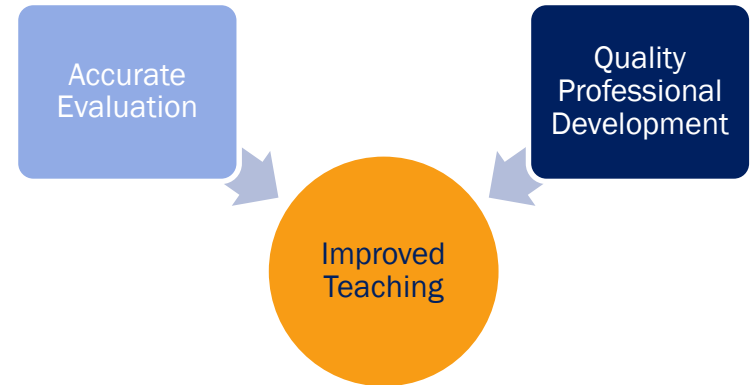
## Using Accurate Evaluations to Inform Quality Professional Development

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2017

# Agenda

In this session, we will discuss ways that teacher evaluation can be used to continue to strengthen teaching

- Improving accuracy of evaluation scores
- Aligning evaluation results to meaningful professional development plans
- Leveraging SciPs to provide strong professional development and support for staff particular novice teachers

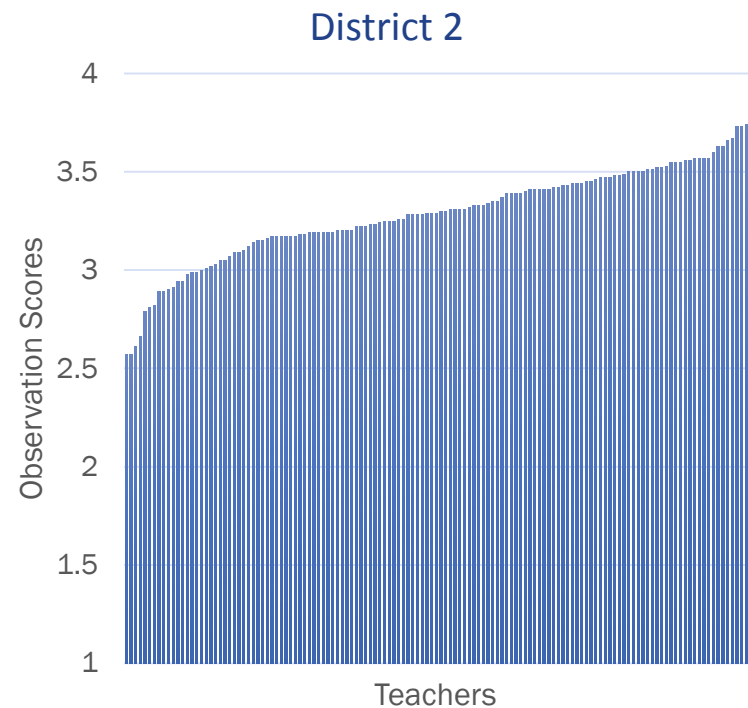
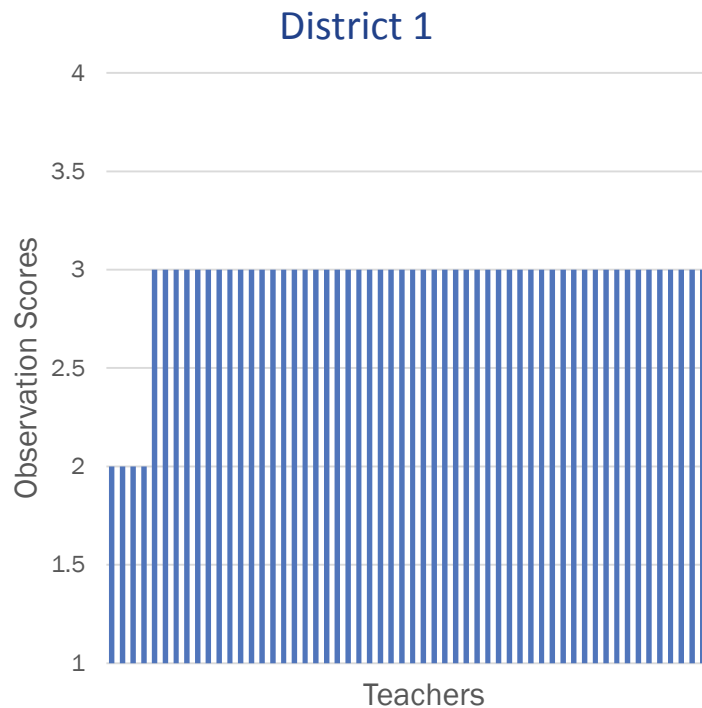


# The Value Of Accurate Data

- Data and World Health

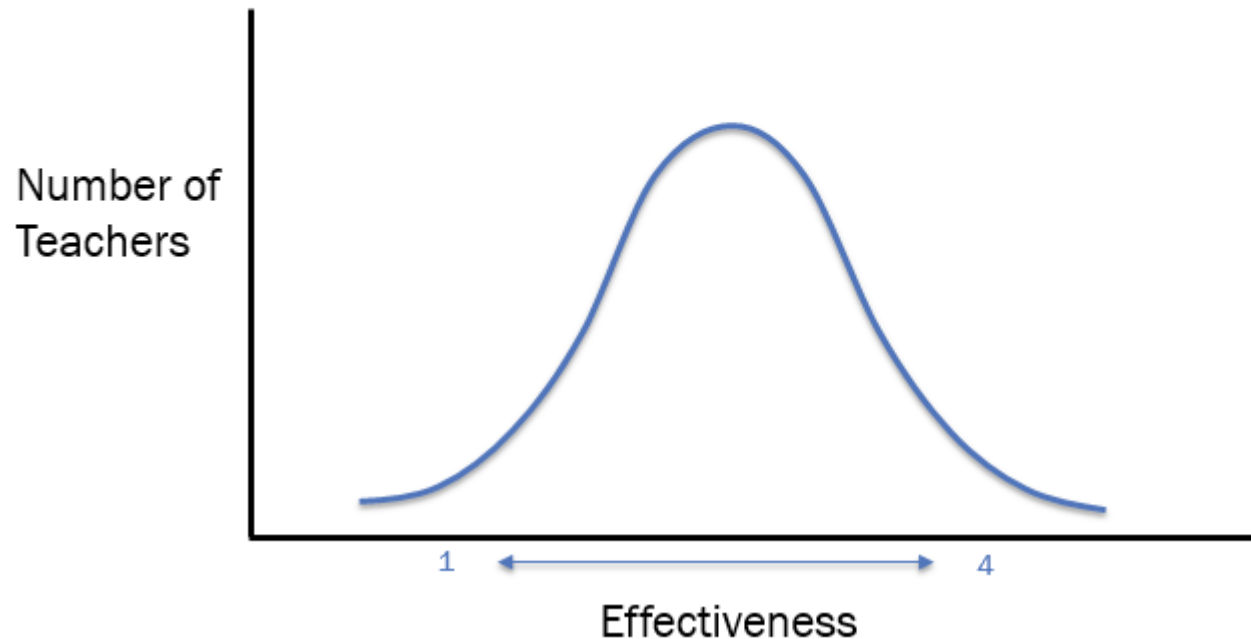
# Observation Scores In Two Districts

Which data set is more likely to tell a school district “where to go and how to act?”  
Why?

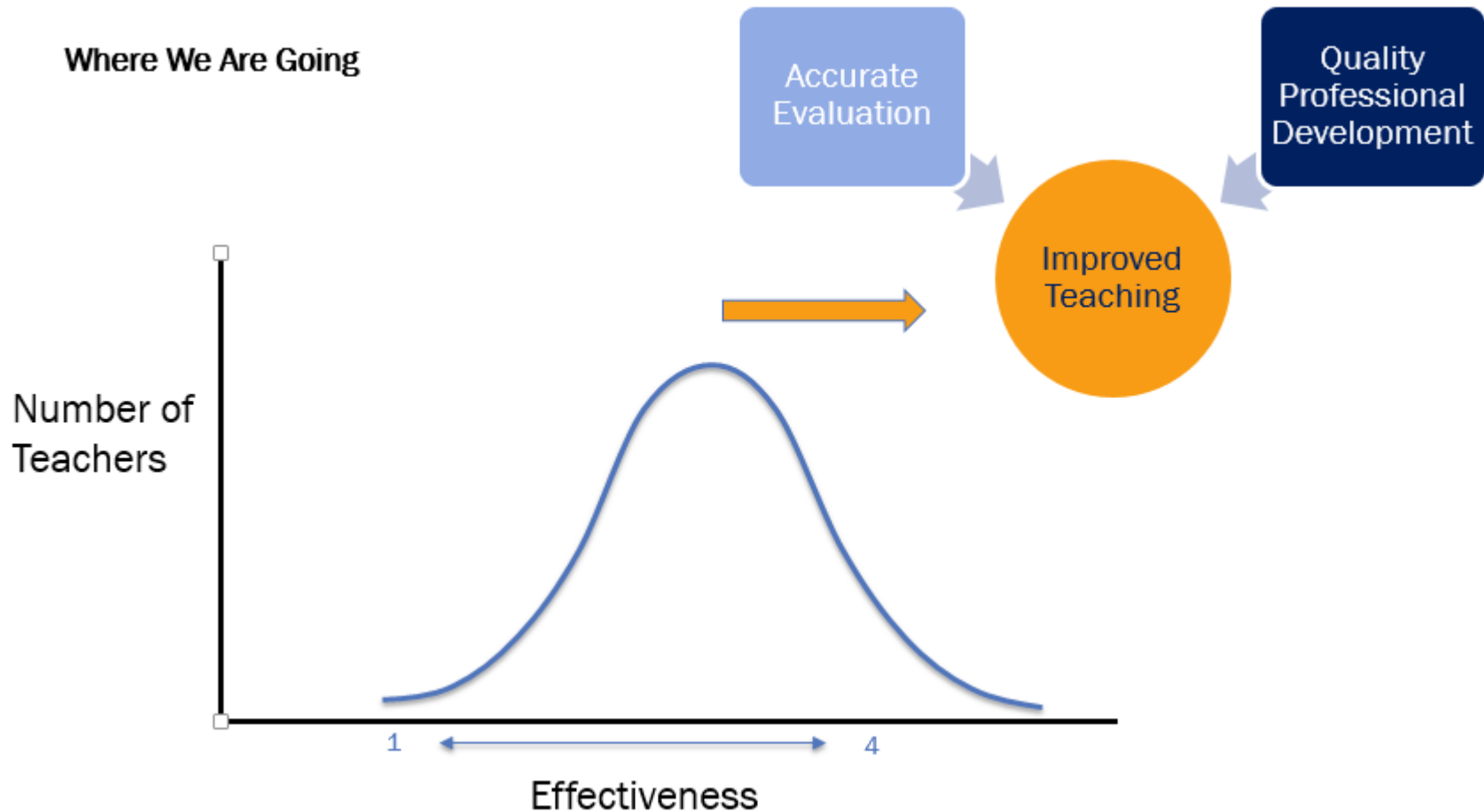


# Teacher Evaluation: A Tool For Improving Teaching

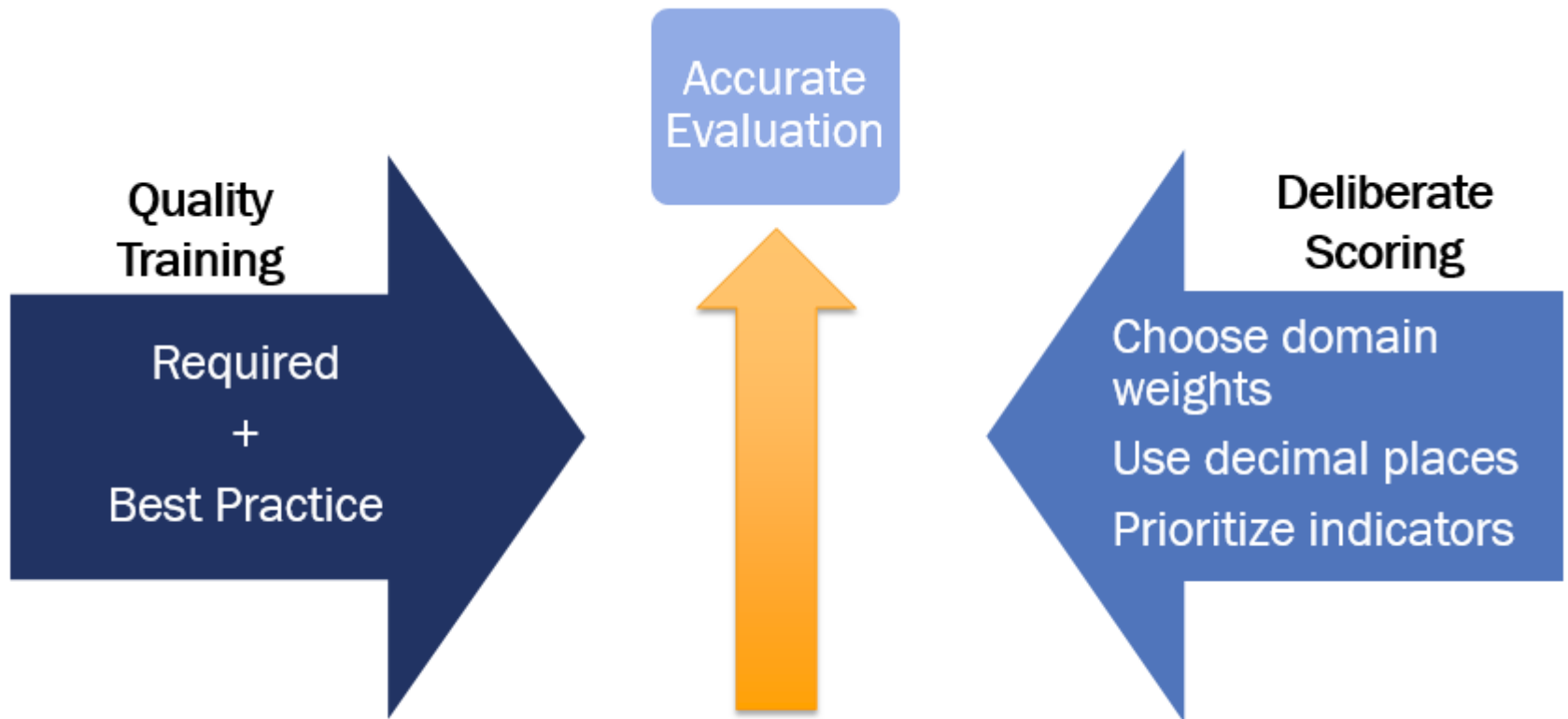
Where We Are



# Teacher Evaluation: A Tool For Improving Teaching



# Improving Observation Score Accuracy





# Quality Training

## Required

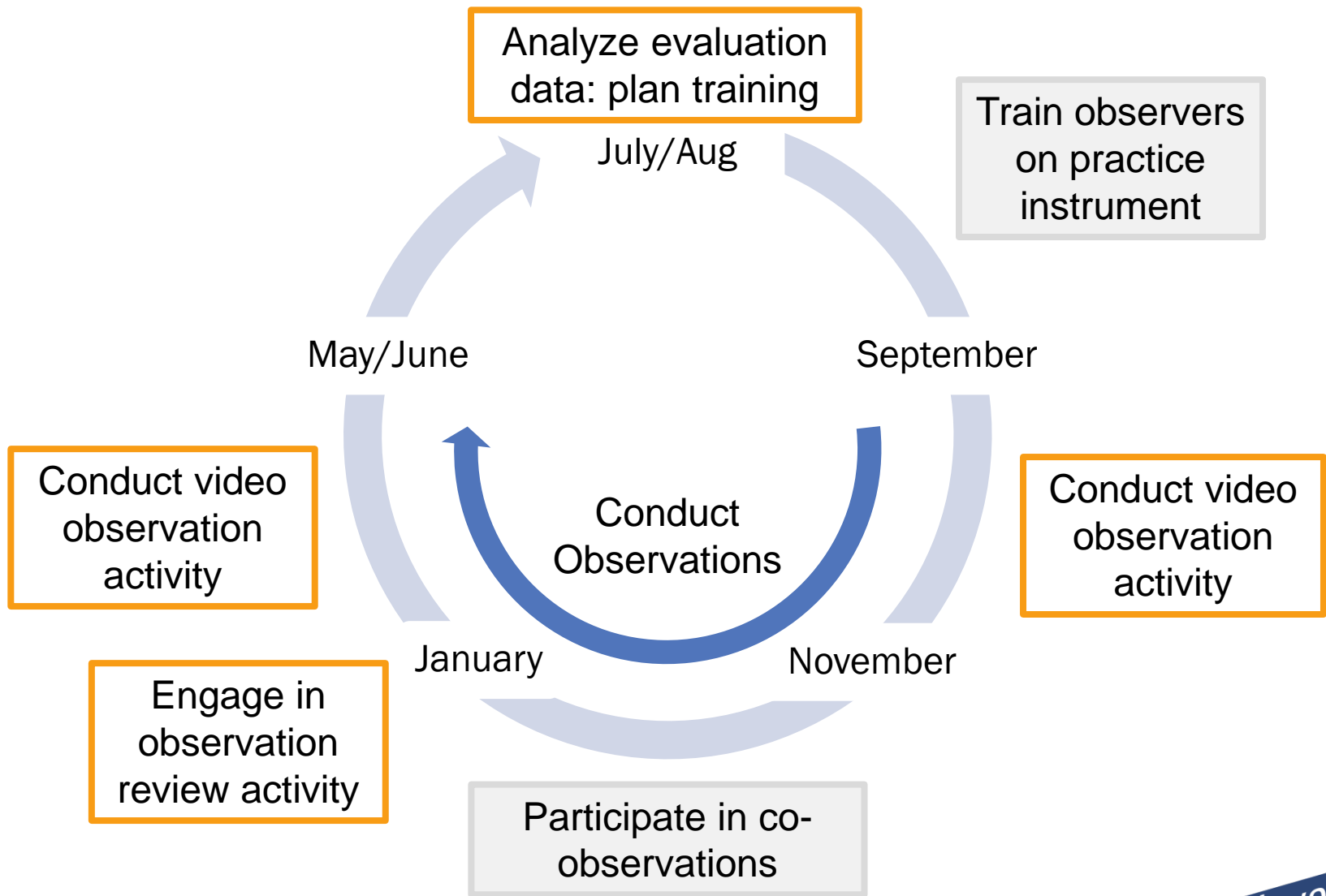
- Annual updates and refresher training on practice instrument prior to observations
- More thorough training for new evaluators
- Two co-observations per year



## Best Practice

1. Approach observation training as a cycle of continuous improvement
2. Use a variety of calibration activities
3. Establish protocols for evaluation components including pre- and post-conferences ([guidance](#))
4. Use effective training to ensure that teachers fully understand how the practice instrument describes excellent teaching

# Quality Training: Using Required Training Plus Best Practices To Drive Continuous Improvement



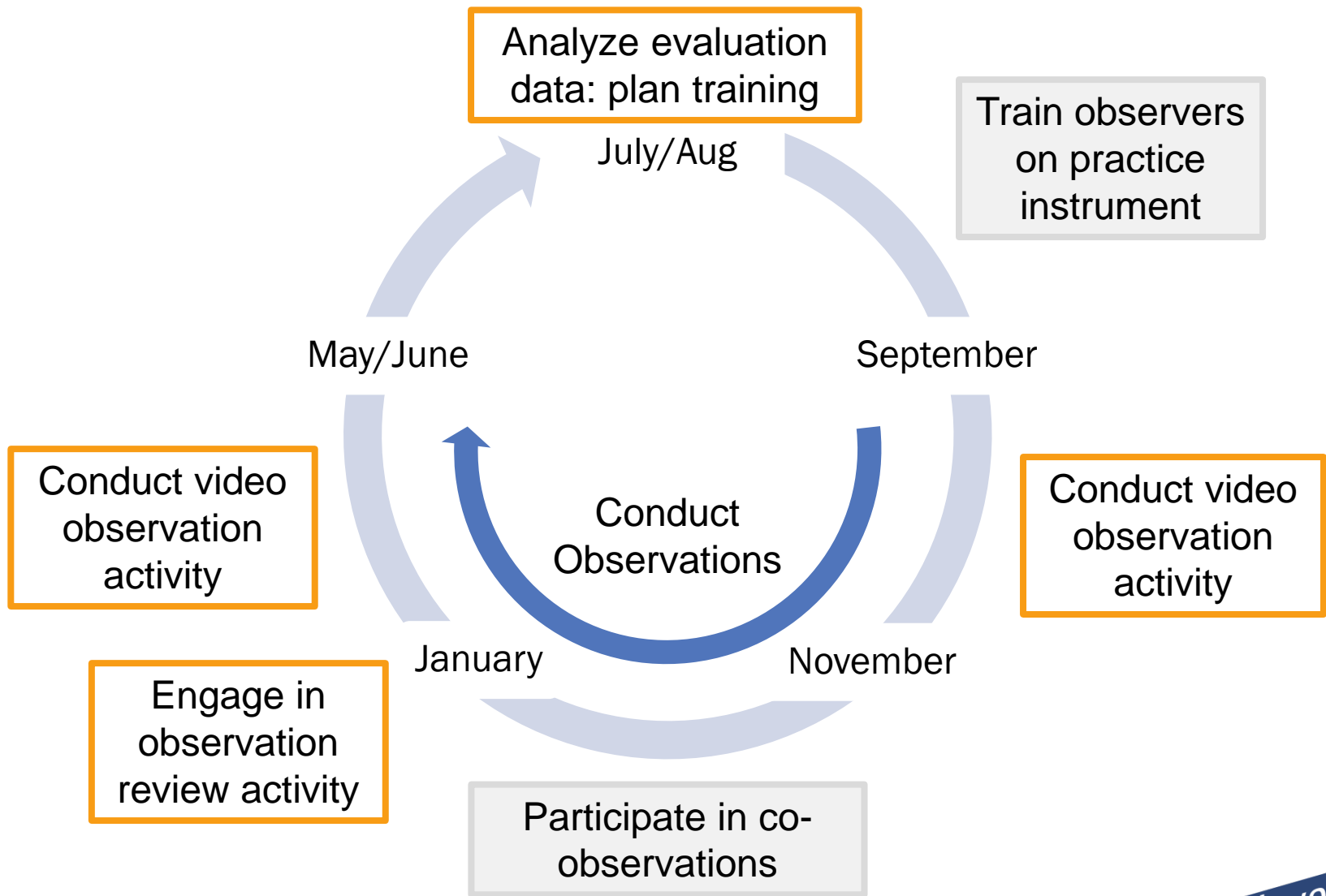
# Quality Training: Using Required Training Plus Best Practices To Drive Continuous Improvement

Analyze evaluation  
data: plan training

Observation	Observer			
	A	B	C	D
1	2.7	2.6	2.6	3.4
2	2.3	2.2	2.2	3.6
3	2.9	2.8	2.9	4.0
4	1.8	1.7	1.7	2.5
5	3.3	3.2	3.3	3.4
6	3.3	3.2	3.4	3.4
7	3.3	3.2	3.3	3.4
8	3.3	3.2	3.3	3.4
9	3.3	3.1	3.3	3.5
10	3.3	3.0	3.4	3.4
11	3.9	3.4	3.6	2.9
Mean	3.0	2.8	3.0	3.4

What action does this initial  
analysis suggest?

# Quality Training: Using Required Training Plus Best Practices To Drive Continuous Improvement



# Quality Training: Using A Variety Of Calibration Activities

Activity	Step 1	Step 2	Step 3	Step 4
<b>Video Observation</b>	Select a classroom video	Collaboratively view the video and individually collect high quality evidence	Assign the evidence to standards and provide scores	Debate and discuss scores until consensus is reached
<b>Observation Report Review</b>	A school leader presents a classroom observation at a leadership team meeting	Individually read and score the observation report using the <a href="#">observation quality rubric</a>	Resolve all questions	Debate and discuss component level ratings and rationale
<b>Co-observation</b>	Establish a procedure for pairing or grouping school administrators	Collectively observe and individually record evidence	Independently sort the evidence and score each component	Reconvene to share and discuss component-level ratings and rationale

- [Complete guidance including scoring debrief norms](#)
- [Observation Quality Rubric](#)

# Deliberate Scoring

## Scoring Requirements

- Teacher practice score determined through a state-approved practice instrument
- Practice score must be between 1 and 4



## District Discretion

List the aspects of scoring that you have discretion to decide.

# Deliberate Scoring

## Scoring Requirements

- Teacher practice score determined through a state-approved practice instrument
- Practice score must be between 1 and 4



## District Discretion

1. Relative weights of practice domains
2. Use of decimal places to determine observation score
3. Prioritization of rubric standards

# Deliberate Scoring: Weighting Domains\*

- Scoring weight decisions can have a significant impact on final scores
- Choose weights that best reflect the priorities of your school/district

	I Planning and Preparation	II Classroom Environment	III Instruction	IV Professional Responsibilities	Practice Score
Weight 1	30%	30%	30%	10%	100%
Score 1	2.7	2.6	2.5	3.0	2.6
Weight 2	25%	25%	25%	25%	100%
Score 2	2.7	2.6	2.5	3.0	2.7

Compare the scores at each weight? What do you notice?

\* “Domain” refers to a large group of practices associated with teaching. Practice instruments use a variety of terms to describe these groups. Example of domains taken from Danielson. Weights used for illustrative purposes only.



# Deliberate Scoring: Using Decimal Places To Determine Domain Scores

- Using decimal places (D.P.s), i.e. not rounding, provides more information within an evaluation

Component	Rating in Domain 2/Classroom Environment				Domain Score		
	Ineffective	Partially Effective	Proficient	Distinguished	Calculation	Rounded	One D.P.
2A			3		$\frac{3+2+2+3+3}{5}$	3	2.6
2B		2					
2C		2					
2D			3				
2E			3				

How would providing a score with one decimal place practically add value to the observation process?

Example of practice language taken from Danielson. Scores used for illustrative purposes only.

# Deliberate Scoring: Using Decimal Places To Determine Domain Scores

- Using decimal places may reveal more specific areas of growth
- More deliberate scoring shows certain teachers could benefit from specific PD or more intensive supervision, generally, e.g. Corrective Action Plan

Scoring Method		Planning (30%)	Environment (30%)	Instruction (30%)	Professionalism (10%)	Practice Score
Teacher A	Rounded	3	3	3	3	3
	1 D.P.	2.7	2.6	2.5	3.0	2.6
Teacher B	Rounded	3	3	3	3	3
	1 D.P.	3.1	3.3	3.4	3.2	3.3

What would be your recommendation for the teachers shown above based on their alternative scores?

# Deliberate Scoring: Prioritizing Components\* By Evaluating These Each Observation

(Example Shown Is For Illustrative Purposes Only And Is Not A DOE Recommendation)

## Every Observation

### Observation 1

Respect and Rapport  
Culture for Learning  
Communicating with Students  
Engaging Students in Learning  
Responsiveness and Flexibility

### Observation 2

Respect and Rapport  
Culture for Learning  
Communicating with Students  
Engaging Students in Learning  
Responsiveness and Flexibility

### Observation 3

Respect and Rapport  
Culture for Learning  
Communicating with Students  
Engaging Students in Learning  
Responsiveness and Flexibility

## At Least Once

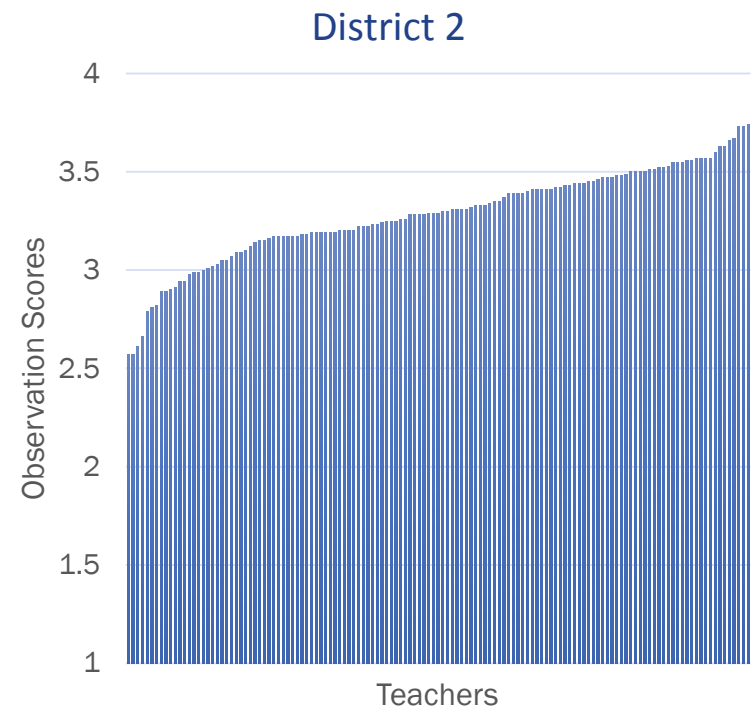
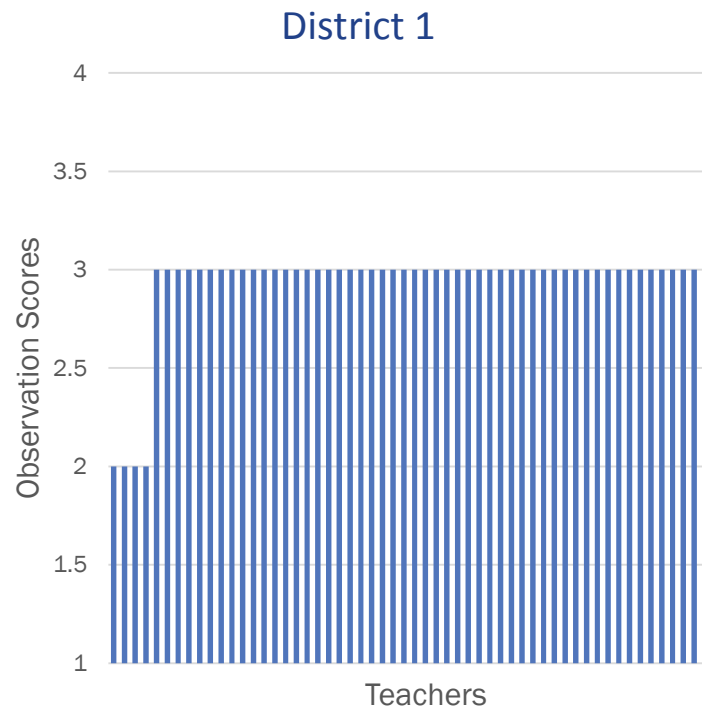
Managing Classroom Procedures  
Managing Student Behavior  
Organizing Physical Space  
Using Questioning and Discussion Techniques  
Using Assessment in Instruction

What particular aspects of teaching  
do you look for in every observation?

\* "Components" refers to specific areas of practice specified in observation instruments. Components are aligned to INTASC standards and cross cut all approved instruments.

# Observation Scores In Two Districts

What is one suggestion you have for District 1 for how to use deliberate scoring in improving accuracy?



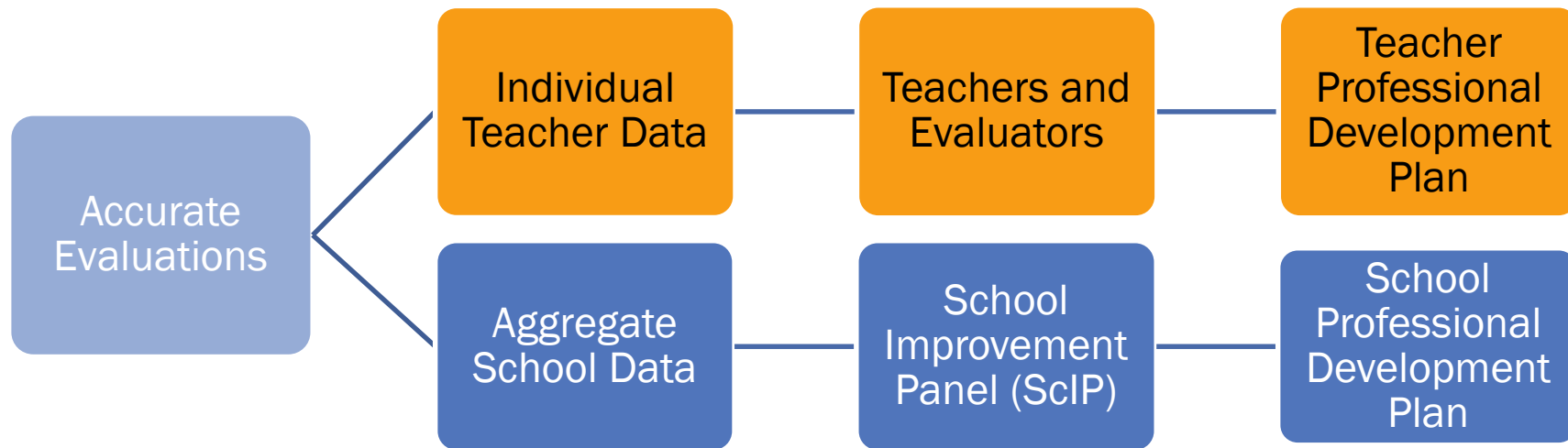
# Improving Observation Score Accuracy



What is one concrete action step you are planning to take or might suggest your district take to increase scoring accuracy?

# Evaluations Inform Professional Development

- Evaluation data should be used individually and at a school level for professional development purposes



# Individual Professional Development Must Be Informed By Performance Evaluations

## Stated goal of the TEACHNJ Act

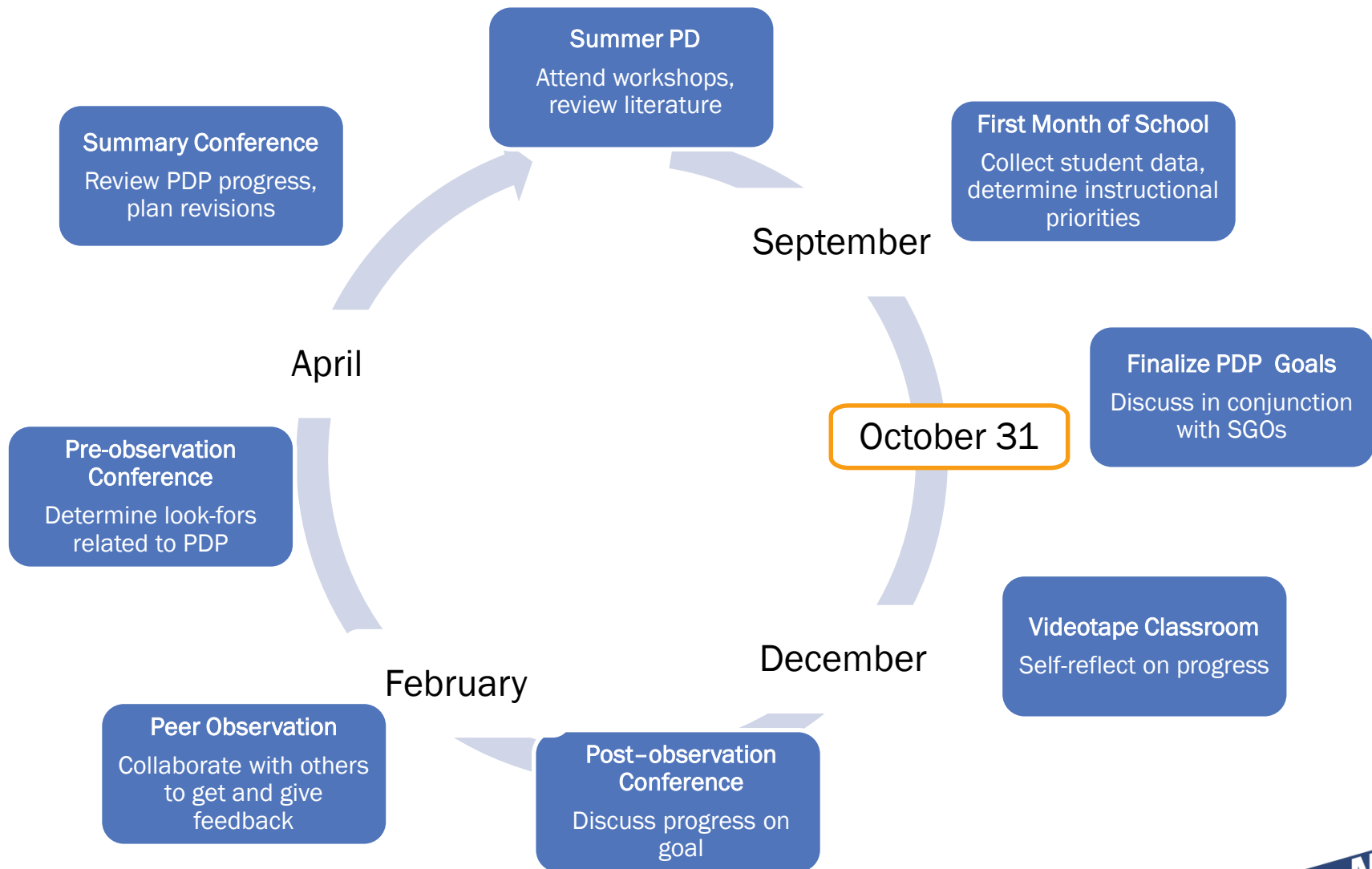
“Raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, **inform the provision of aligned professional development,** and inform personnel decisions.”

~C.18A:6-118

## Revised QSAC Indicators\*

2a. An audit of personnel files indicates that required individual professional development plans (PDPs) or corrective action plans (CAPS) are aligned to the professional standards for school leaders or teachers and have been completed for administrators and teachers and are linked to (1) school district, school, team, and/or individual goals, and (2) **results from individual performance evaluations.** (N.J.A.C. 6A:9C and 6A:10-2.5);

# Professional Learning Aligned With The Evaluation Cycle





# PDP Goal Setting Example

## 3c: Engaging Students in Learning

### Developing

*The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by **students** and little opportunity for them to explain their thinking, **allowing most students to be passive or merely compliant.***

### Proficient

*The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student **thinking**, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.*

# PDP Goal Setting Example

## Proficient

The *learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking*, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.

1. Area Identified for Development:
  - Student Engagement in the Classroom.
2. Professional Learning Goals:
  - To improve the alignment of learning tasks and activities with the instructional outcomes.
  - Utilize greater alignment to challenge student thinking throughout lessons.

# PDP Goal Setting Example

## I. Areas Identified for Development of Professional Practice

No.	Areas Identified for Development	Rationale/Sources of Evidence
1	Student Engagement in the Classroom	<ul style="list-style-type: none"> <li>Classroom observations on 10/20/16 and 2/9/17</li> <li>Post-conference discussions indicate the need for greater alignment.</li> <li>Review and discussion of lesson plans prior to the initial observation also indicated this need.</li> </ul>

## II. Professional Learning Goals and Activities

Area No.	Professional Learning Goals	Initial Activities	Follow-up Activities (as appropriate)	Estimated Hours	Completion Date
1	<ul style="list-style-type: none"> <li>To improve the alignment of the learning tasks and activities with the instructional outcomes.</li> <li>Utilize greater alignment to challenge student thinking throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Attend summer academy offerings by the district</li> <li>Work with grade level team on alignment of learning tasks and activities during unit planning.</li> <li>Work with instructional coaches on learning tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>½ day release to see others who are highly effective in this area.</li> <li>Possible planning time during district offered PD days throughout the year.</li> </ul>	20	Ongoing

# Leveraging The ScIP For Professional Development

## ScIP Requirements\*

- All schools convene a School Improvement Panel (ScIP) to
  - Identify professional development opportunities based on aggregate data including evaluation and student performance data
  - Oversee mentoring processes

### Examine

Utilize aggregate data from multiple sources to inform the work.

### Align

Align the work of the ScIP with the School Professional Development Plan.

### Revisit

Revisit the plan multiple times during the year to revise based on available data.

\*Complete ScIP requirements and more information can be found at <http://www.state.nj.us/education/AchieveNJ/scip/>

# Using Observation Data To Improve Professional Development For Teachers

## Middle School A Comparison of Highest and Lowest Component Scores

### Highest Observation Instrument Components

Professional Responsibilities (Domain Mean)	3.30
Demonstrating Flexibility and Responsiveness	2.87
Organizing Physical Space	2.85
Managing Classroom Procedures	2.81

### Lowest Observation Instrument Components

Questioning and Discussion Techniques	2.48
Knowledge of Students	2.47
Engaging Students in Learning	2.44
Knowledge of Resources	2.43

What does this data set tell you? Suggest one next step.

# Using Survey Data To Strengthen Mentoring Programs

## High School B Mentorship Survey Results

Mentees were asked to rate the following components on a scale of 1-5 with 5 being the best rating. These are the cohort averages.

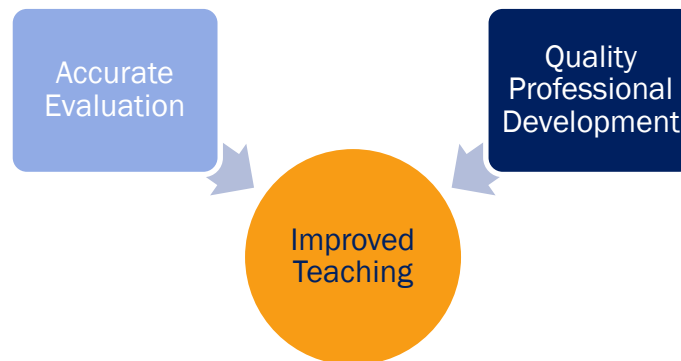
Quality of mentor	Frequent support	The program was organized	The program was relevant	The program supported pedagogical needs	The program assisted in understanding building and district protocols	Communication of program was clear
3	2	3	3	3	5	3

What does this data set tell you? Suggest one next step.

# Thank You!

**Next Steps:** Identify one area for strengthening evaluation accuracy and/or alignment to professional development

- Evaluation training
  - Evaluation scoring
  - PDPs
  - ScIP
- **Contact Information:**
    - Pete Mazzagatti, Policy Manager
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    - Office of Evaluation
    - [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us)
    - (609) 376-3974



- **Website and Resources**

[AchieveNJ](#)

[Calibration activities](#)

[Observation Quality Rubric](#)

[ScIPs](#)

[AchieveNJ and Professional Development](#)



# Principal Evaluation

## Reframe and Align to Strengthen Leadership

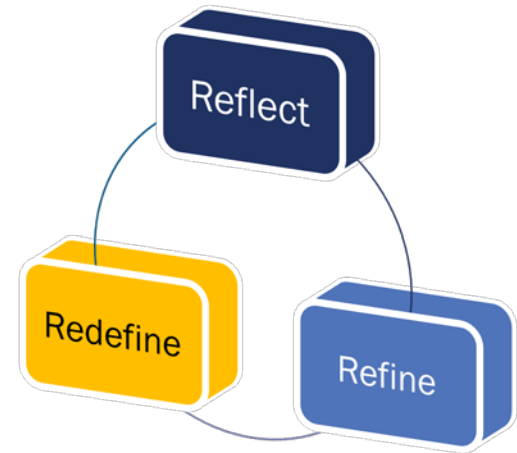
Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2017



# Agenda

In this session, we will discuss ways that principal evaluation can be enhanced to strengthen leadership

- Preparing for the evaluation cycle with a planning conference to reflect on priorities and goals
- Aligning Administrator Goals and sustaining focus over two or three years
- Redefining “observation” as a collection of evidence over an extended period of time

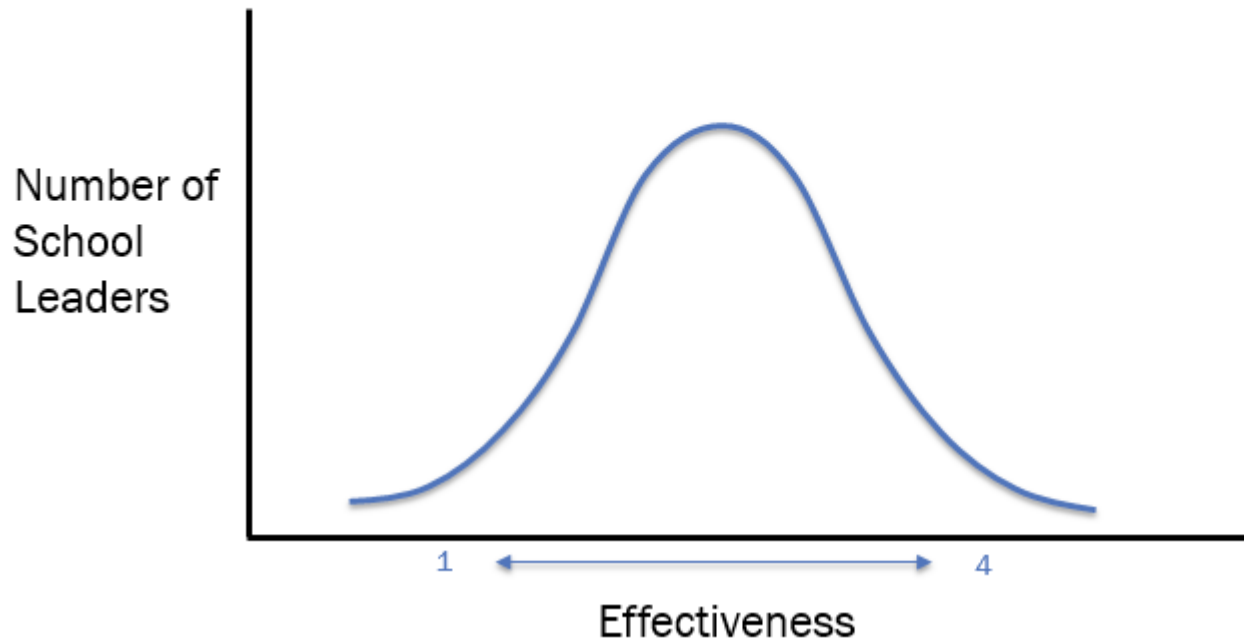


# Principal Evaluation: A Tool For Improving Leadership

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.

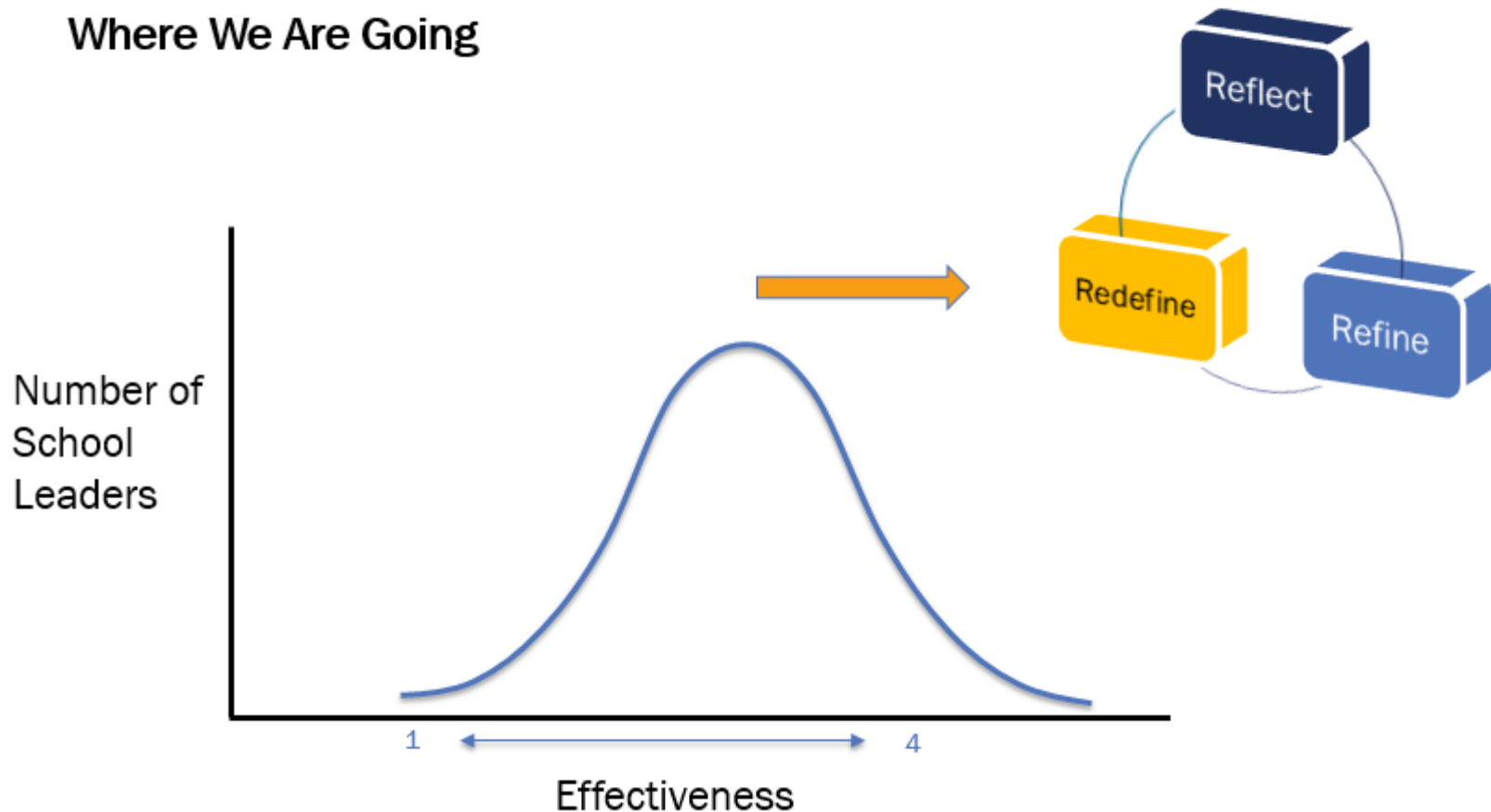
*Providing meaningful feedback through principal assessment, and helping principals to adequately interpret feedback through coaching, are viable tools to improve leadership practice.\**

# Principal Evaluation: A Tool For Improving Leadership



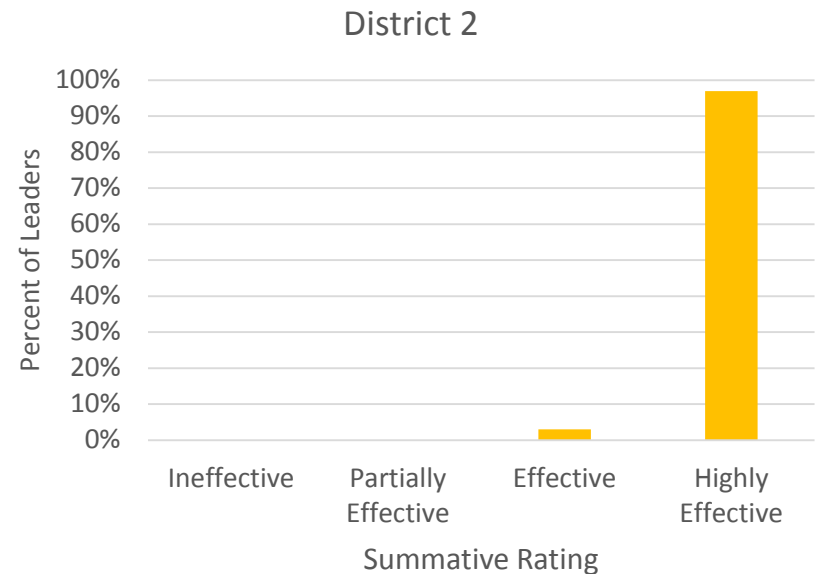
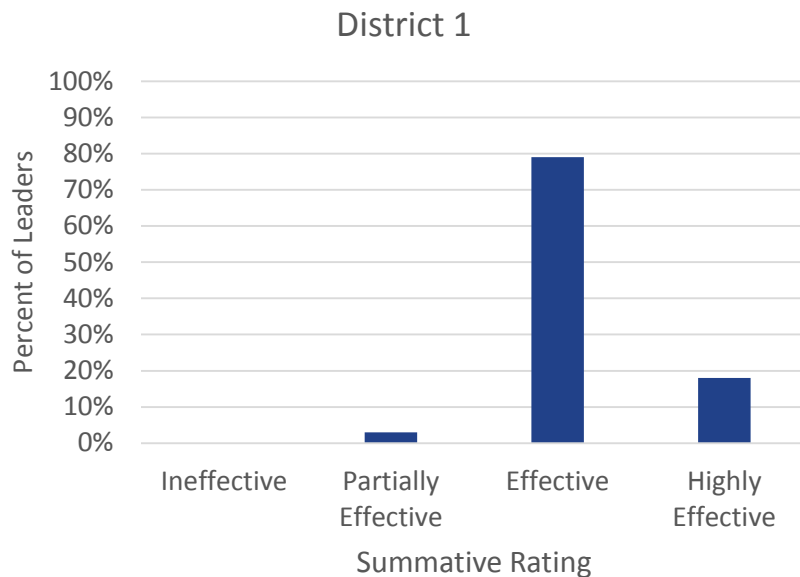
# Principal Evaluation: A Tool For Improving Leadership

Where We Are Going



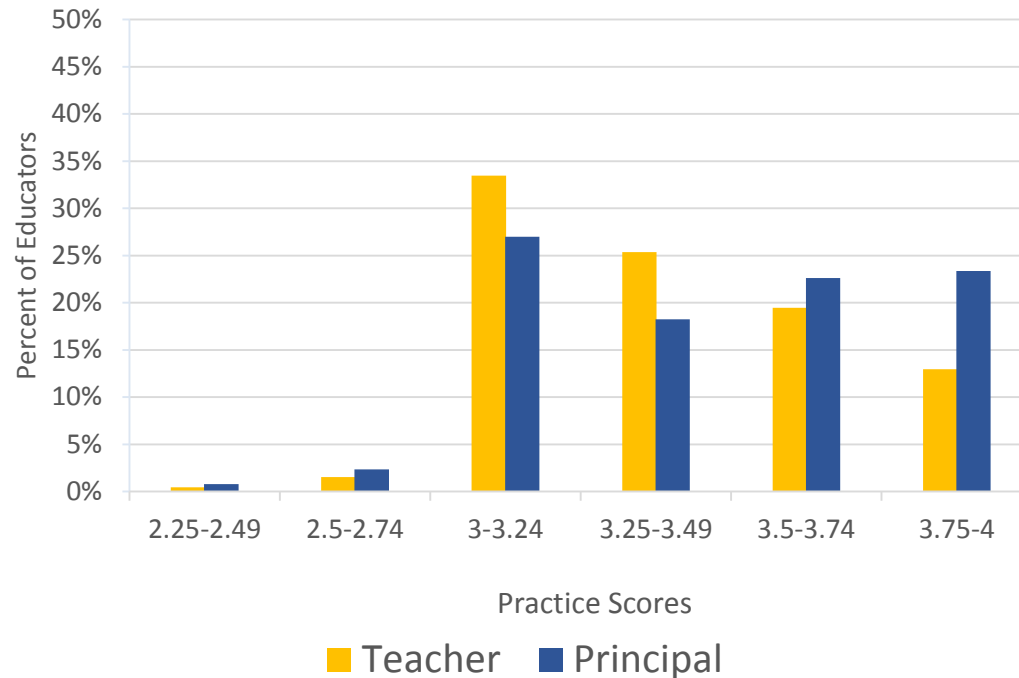
# School Leader Evaluation In Two New Jersey Districts 2015-16

Districts 1 and 2 are large urban districts with similar student growth scores



What might be some of the reasons for the difference in these charts?

# 2015-16 School Leader Practice Scores Vs Teacher Practice Scores



- What is the difference between teacher and principal practice ratings?
- What might explain this difference?

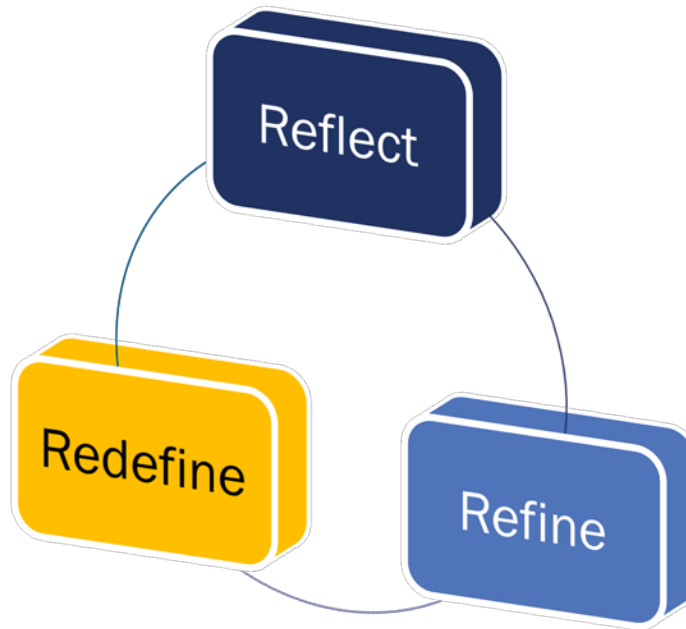
# Principal Evaluation Challenges

- 8% school leaders did not receive a summative score in 2015-16
- Only 38 principals/APs/VPs were identified as needing extra support in 2015-16

- School leader evaluation has taken a backseat to other priorities, including teacher evaluation
- District leader turnover is high (~100 annually) making evaluation quality and consistency for principals challenging to maintain
- The work of the principal is inherently different from that of the teacher but observation processes may not reflect this
- Administrator goals do not necessarily align with district priorities or reflect how a principal creates change in a school

# 3 Rs to Strengthen Leadership Through Evaluation

A planning conference initiates the evaluation cycle



Observations become a collection of evidence over time

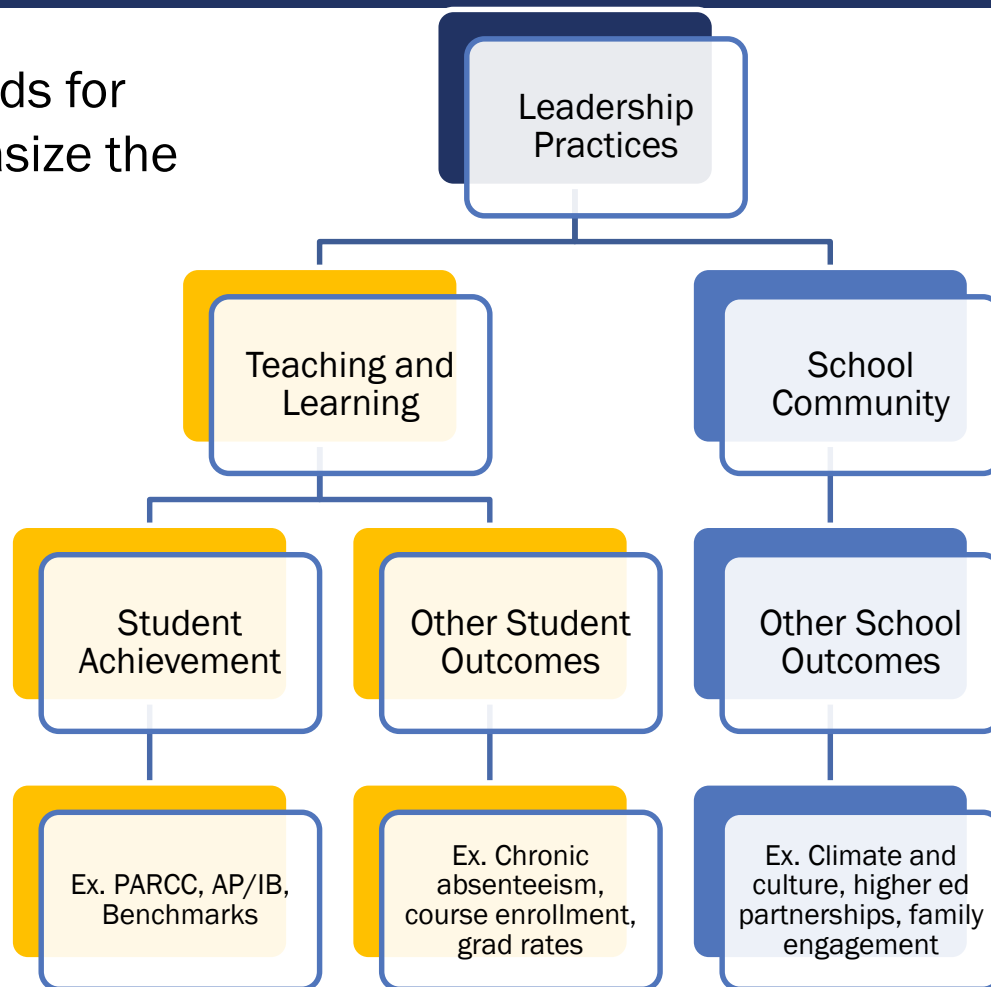
Administrator goal focus extends over multiple years and aligns to school/district priorities



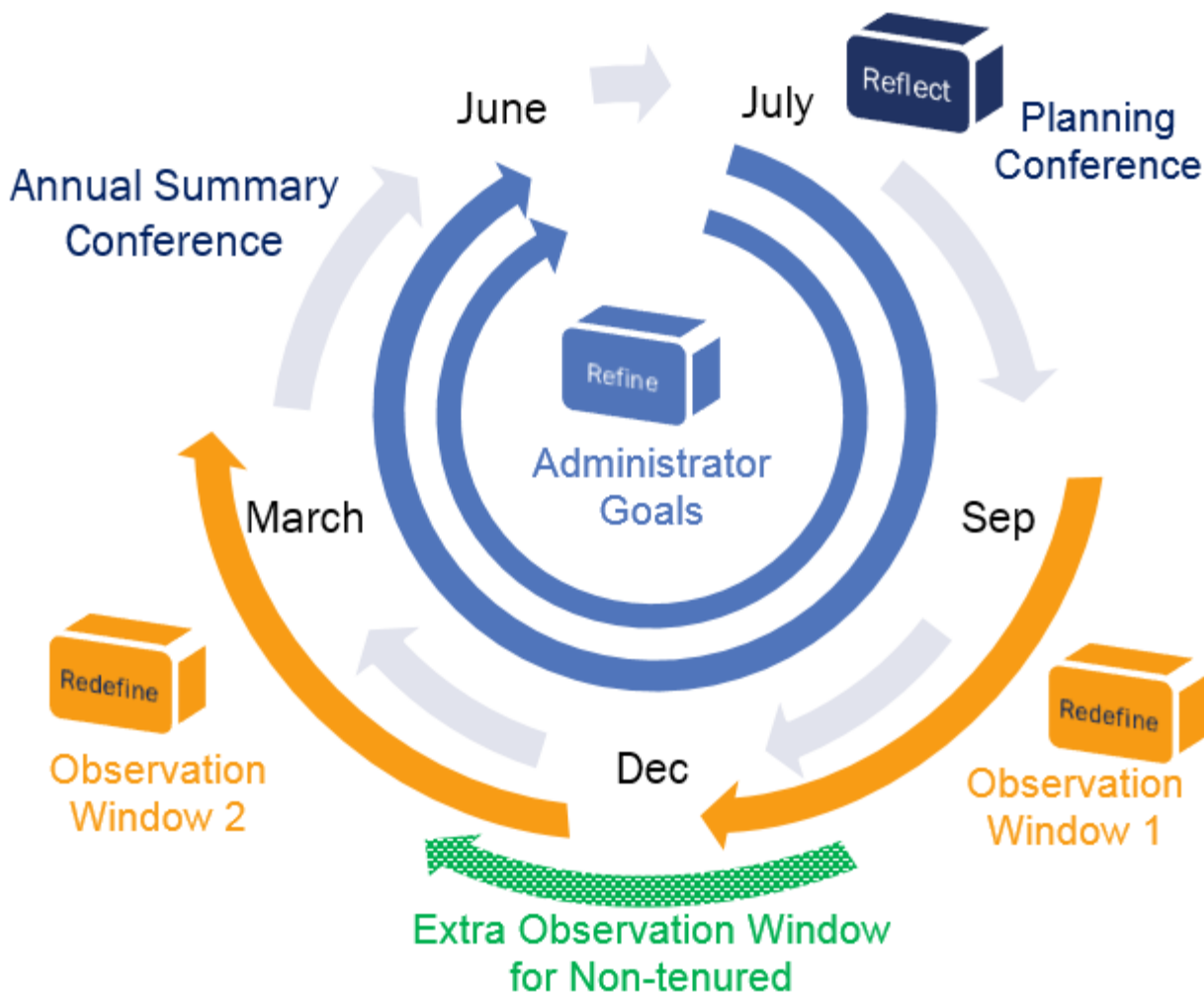
# Looking For The Right Things Using The Standards

Revised Professional Standards for Educational Leaders\* emphasize the following:

- Student learning
- Human relationships
- Instructional leadership
- Distributed leadership

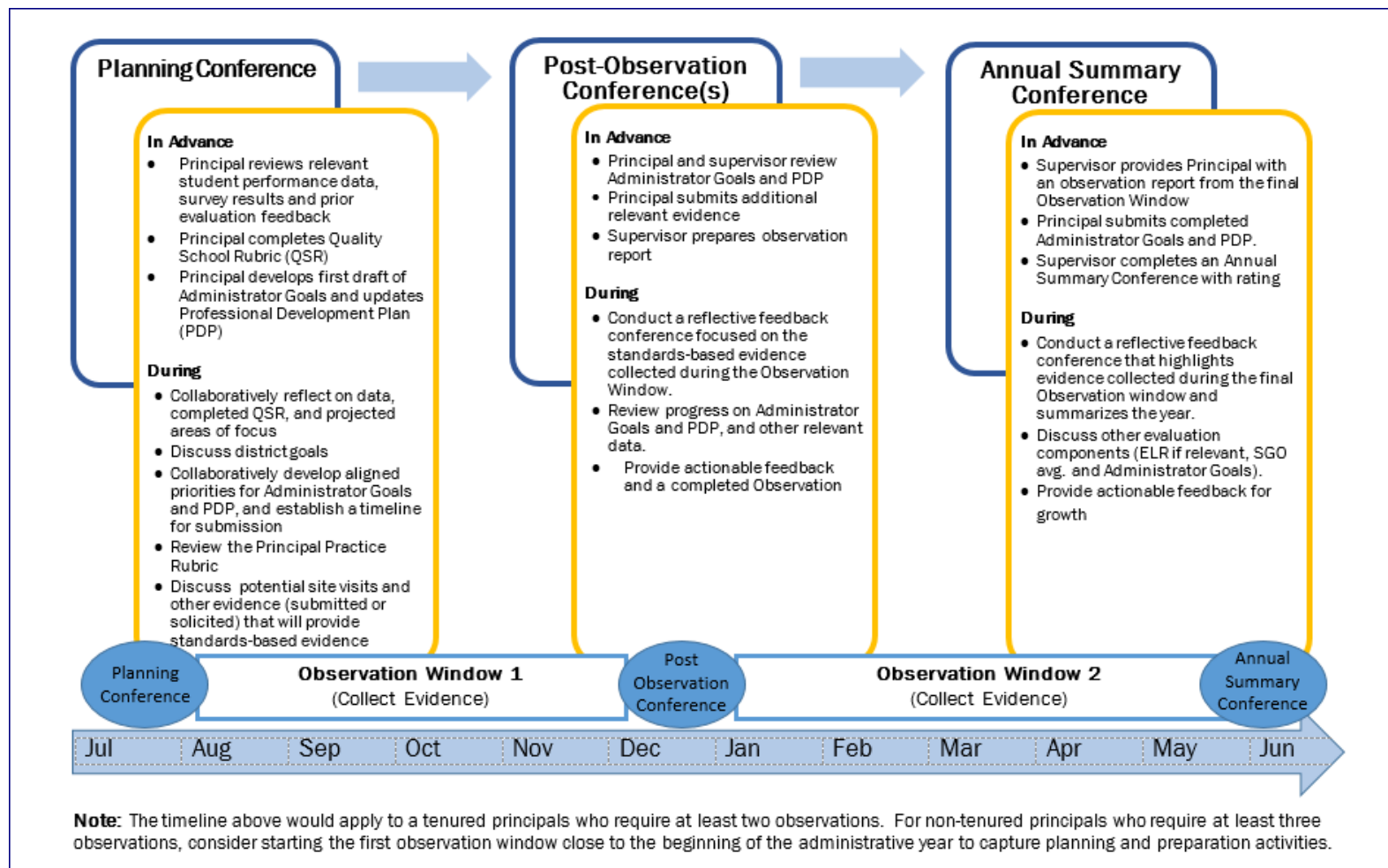


# Stages Of The Evaluation Cycle



SGO average and mSGPs (for those who qualify) are also included in the final evaluation score of school leaders. The Evaluation Leadership Instrument, now optional, may also be used for evaluation.

# Evaluation Cycle Timeline And Activities





# Begin With An Annual Planning Conference

## Why

- Builds a collaborative foundation
- Develops a shared understanding of district/school/professional goals
- Clarifies evaluation process expectations

## What

1. Discuss student and school data and develop areas of focus
2. Align priorities for Admin Goals and PDP
3. Identify priority standards on practice rubric aligned to goals
4. Determine potential sources of evidence

### Planning Conference

#### In Advance

- Principal reviews relevant student performance data, survey results and prior evaluation feedback
- Principal completes Quality School Rubric (QSR)
- Principal develops first draft of Administrator Goals and updates Professional Development Plan (PDP)

#### During

- Collaboratively reflect on data, completed QSR, and projected areas of focus
- Discuss district goals
- Collaboratively develop aligned priorities for Administrator Goals and PDP, and establish a timeline for submission
- Review the Principal Practice Rubric
- Discuss potential site visits and other evidence (submitted or solicited) that will provide standards-based evidence

Planning  
Conference

July/August



# Rowing Together In The Right Direction

\*A Harris Poll of 23,000 U.S. residents employed full time within key industries and in key functional areas shows:

- 37 percent have a clear understanding of what their organization is trying to achieve and why.
- 1 in 5 was enthusiastic about their team's and organization's goals.
- Only 15 percent felt that their organization fully enables them to execute key goals.
- Only 15 percent felt they worked in a high-trust environment.

If this were a basketball team:

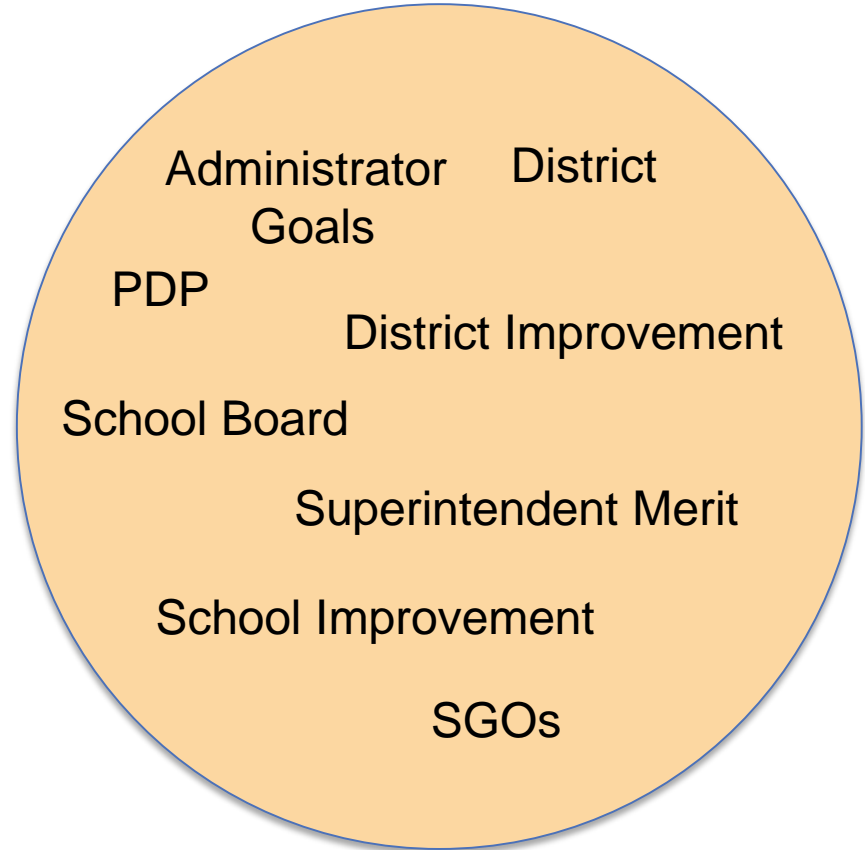


- Only 2 or 3 players would know which basket was their own...  
...and only 1 would care
- Only one or two would know what position they play in and know exactly what they are supposed to do
- Four players would, in some way, be competing against their own team rather than the opponent.

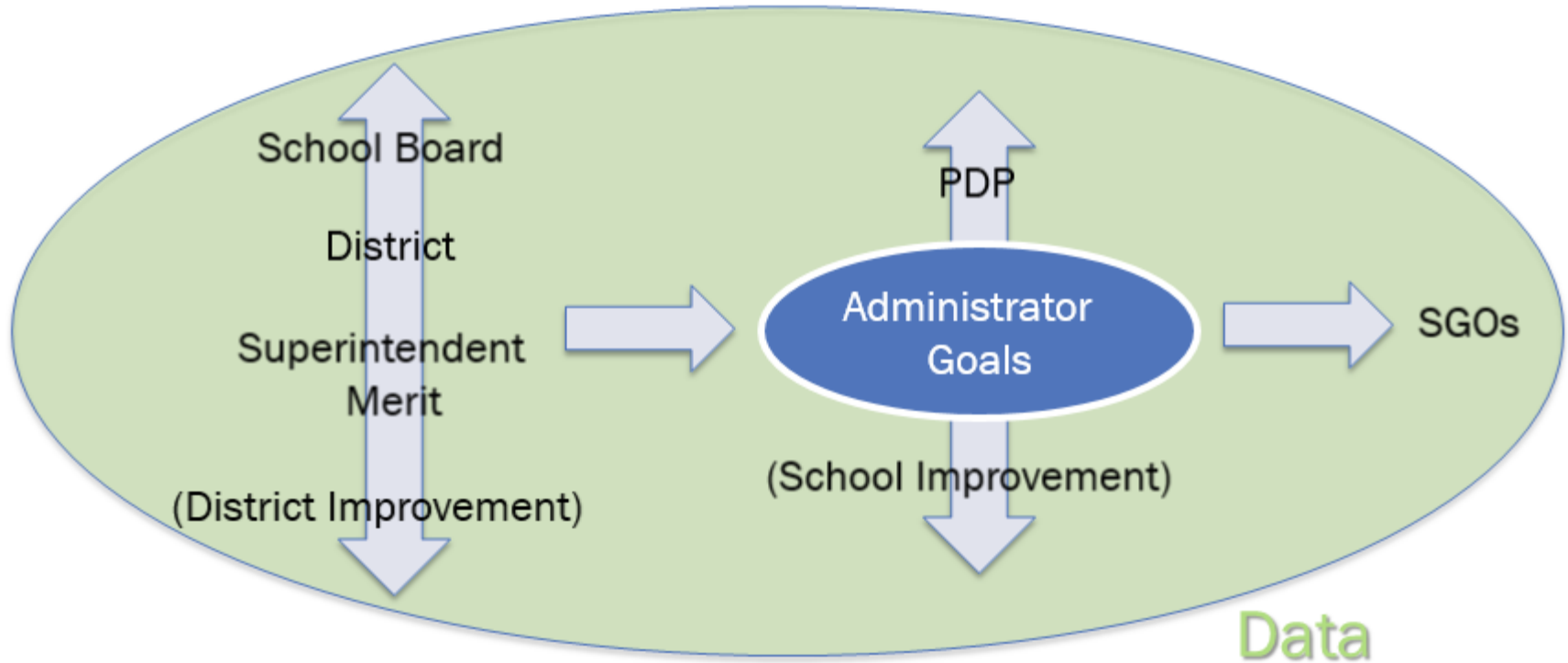


# Administrator And Other Goals

- As shown by the previous example, having clear, and aligned goals is important for success in complex organizations.
- However, school districts often suffer from having too many goals, many of which may not be aligned or communicated throughout the organization



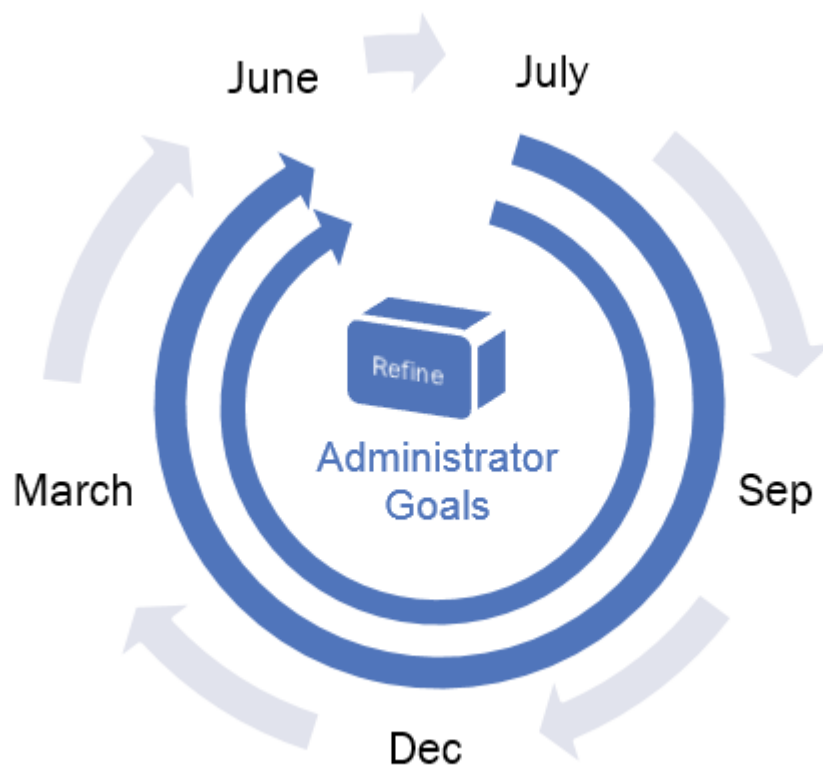
# Align Administrator Goals



- Using data to align goals throughout the district, including administrator goals, is efficient and provides focus



# Align Administrator Goals







# Align Administrator Goals

- District experiencing rapidly changing demographics
- ELL students at Mountainside Middle School (MMS) show below average growth in math.

## Year 1 Goal

MMS will show considerable improvement in the delivery of math instruction to ELL students by the end of school year 2017-18, as measured by an increase in the average of teacher satisfaction on the end-of-year survey to 3.8 /5.

- **Baseline score:** 2.3/5
- **Action steps:** PD for teachers, improved scheduling, updated curriculum

## Year 2 Goal

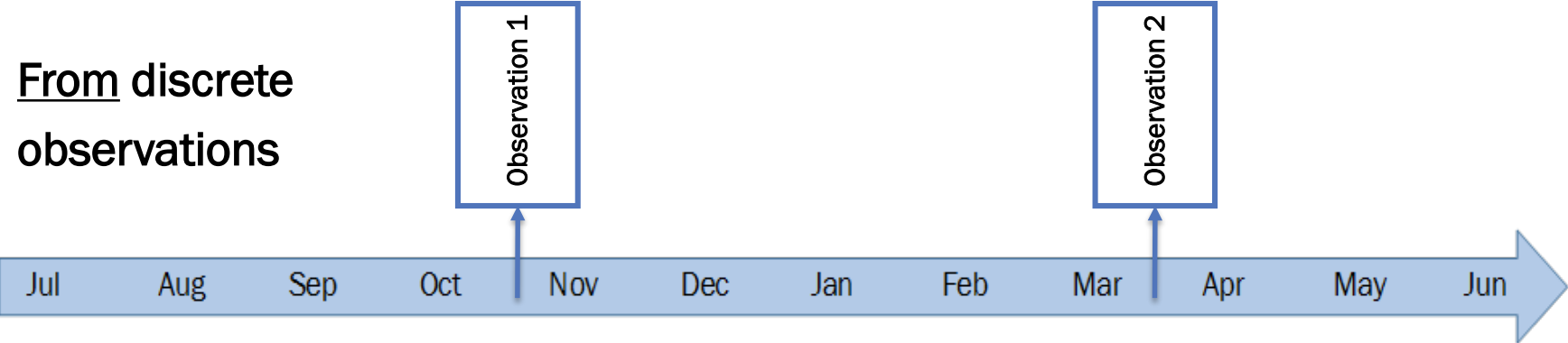
43 percent of ELL students at MMS will meet or exceed their target scores on the EOY math assessment with targets to be set by the district benchmark testing for SY 2017-18.

- **Baseline score:** 35% of ELL students met targets (an average of the past two years, up 4% from the prior year).
- **Action steps** Improved process in data tracking and intervention.

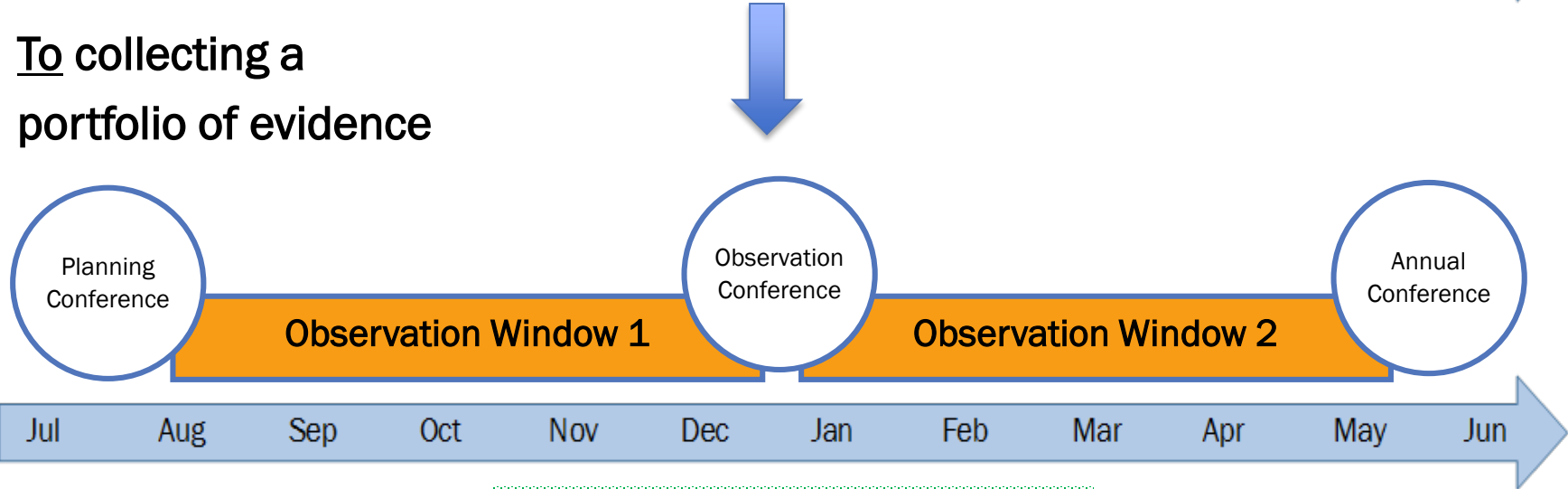


# Observations: A Collection of Evidence Over Time

From discrete observations



To collecting a portfolio of evidence



Additional window for non-tenured

Turn and Talk: What evidence would lead to actionable feedback?



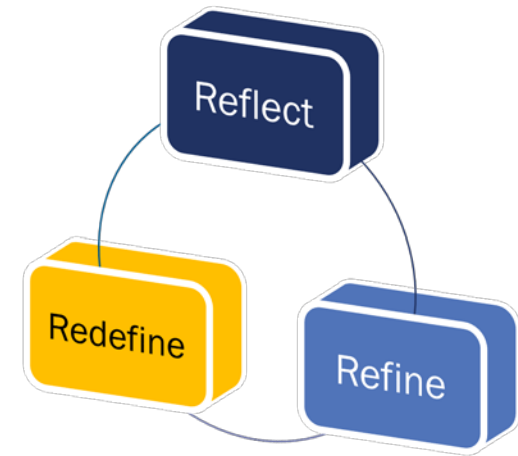
# Observations: A Collection of Evidence Over Time

- Four types of evidence
  - **Direct Observation:** the principal is present and leading
    - e.g. a post-observation conference, instructional rounds, hiring interview, a faculty meeting
  - **Indirect Observation:** the principal is not present and his or her effect is being seen indirectly
    - e.g. a data meeting led by a teacher leader, or stakeholder feedback on a survey, testimony of staff and students
  - **Artifacts:** a record of the principal's work
    - e.g. blog, tweet, agenda, PowerPoint from principal-led PD, parent letters
  - **Student Data**
    - e.g. PARCC and benchmark testing results

# Thank You!

**Next Steps:** Identify one area of principal evaluation that your district might choose to prioritize

- Reflect through a Planning Conference
- Refine Administrator Goals
- Redefine Observations



- **Contact Information:**

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- (609) 376-3974

- **Website and Resources**

[AchieveNJ](#)

[Principal Evaluation Guidance](#)

[Administrator Goals](#)



# Elevating, Supporting and Retaining Highly Effective Teachers

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2017

# Agenda

In this session, we will discuss ways to elevate, support, and retain Highly Effective teachers

1. Why it's critical, and
2. How we can do it more intentionally



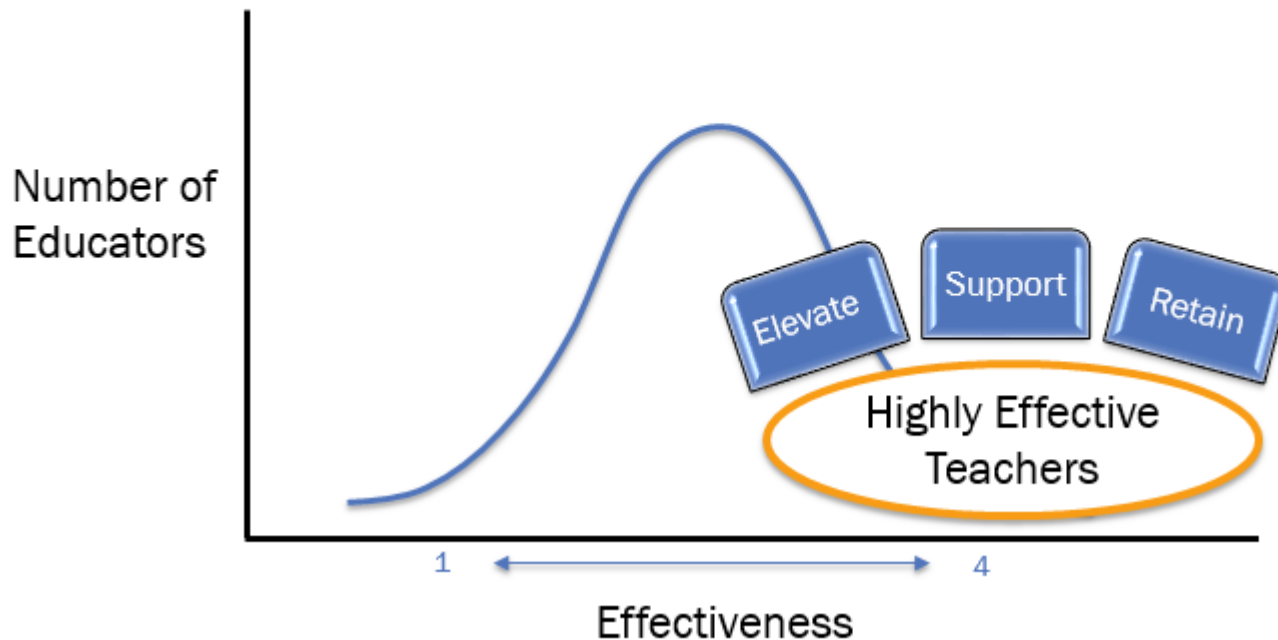
# Research Says: Teachers Matter Most

- Teachers matter more to student achievement than any other aspect of schooling.
  - Teachers have **two to three times the impact** of any other school factor, including services, facilities, and even leadership.\*



# Teacher Evaluation: A Tool for Improving Our Best Teachers

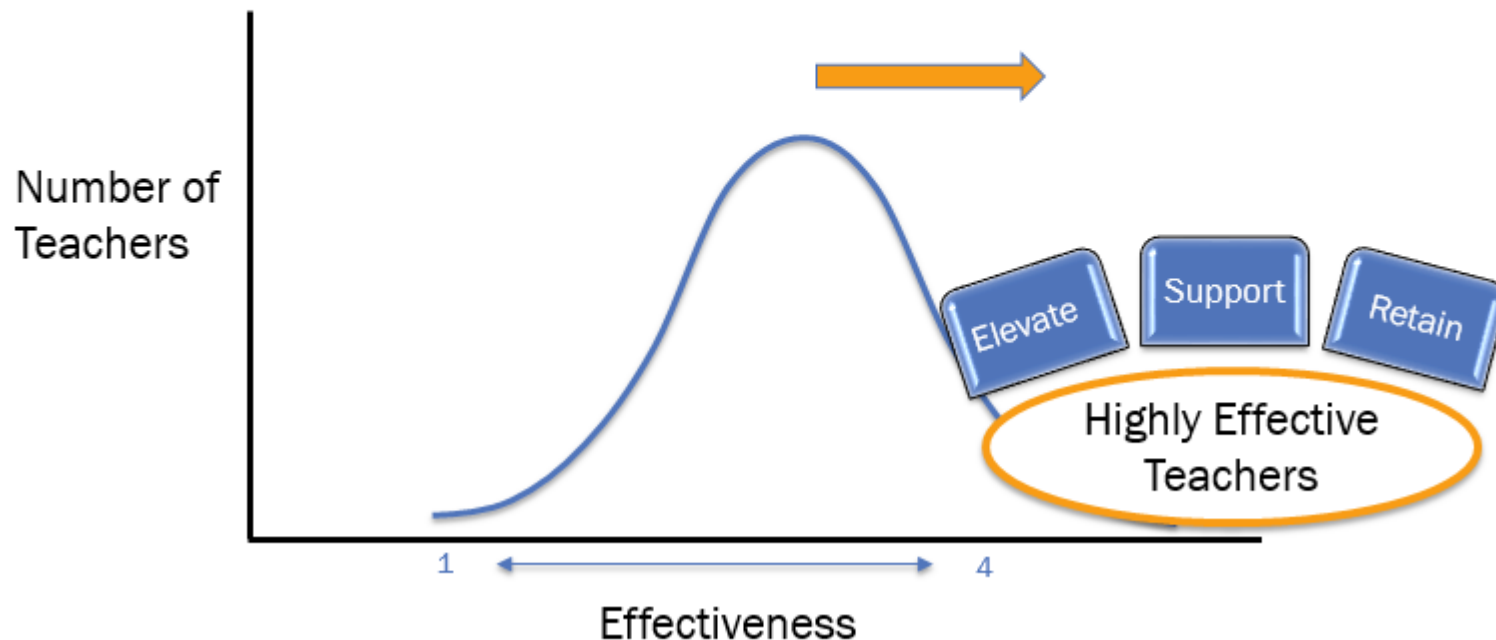
Where We Are



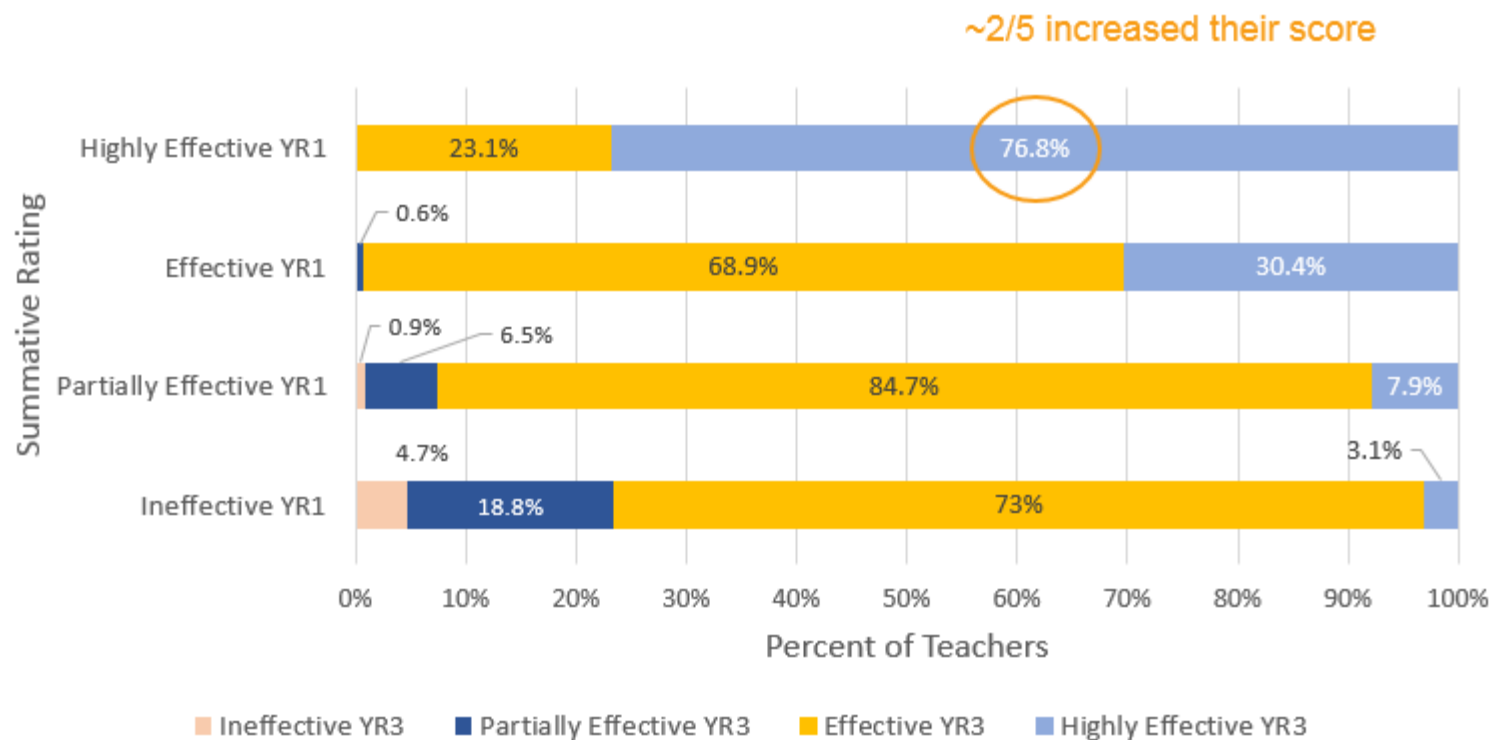


# Teacher Evaluation: A Tool for Improving Our Best Teachers

Where We Are Going



# Are Our Best Getting Better?



# Elevating Our Best

- **Achievement Coaches** are one example of how districts are using the evaluation system to identify and leverage their best teachers.

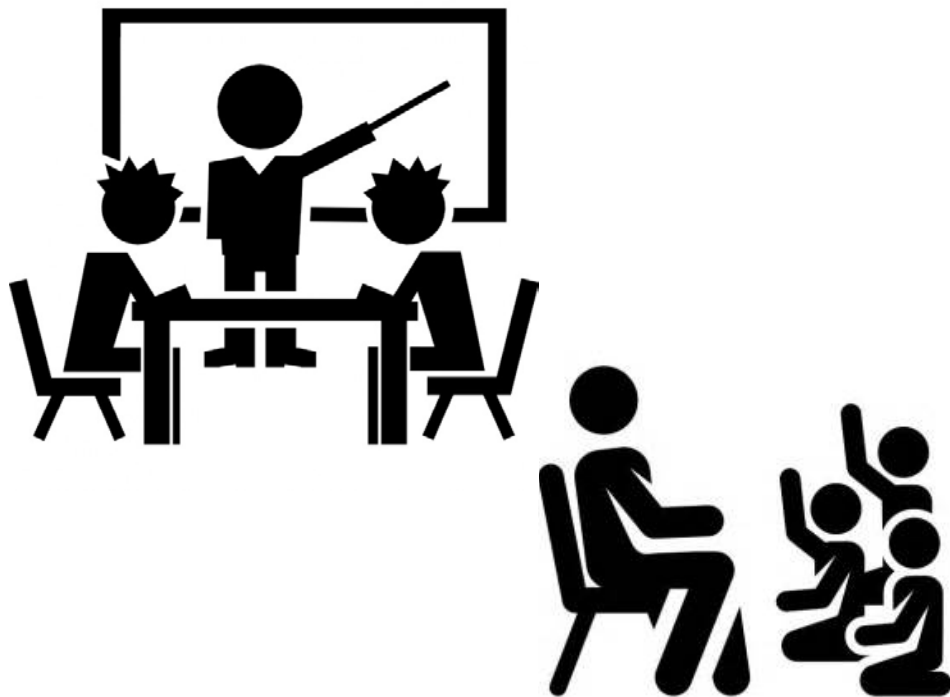


# Better Outcomes For More Students

Given the right conditions, these teachers can improve the practice of their colleagues...



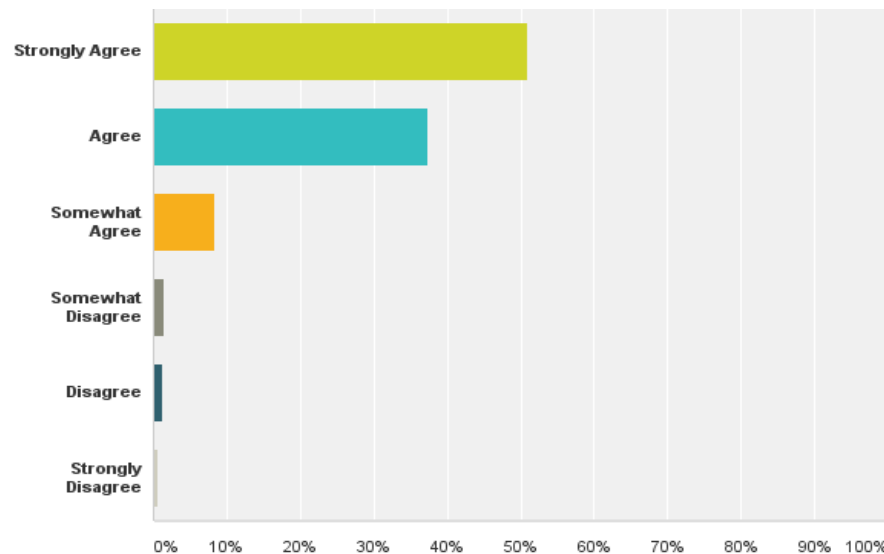
... which can lead to better outcomes for more kids.



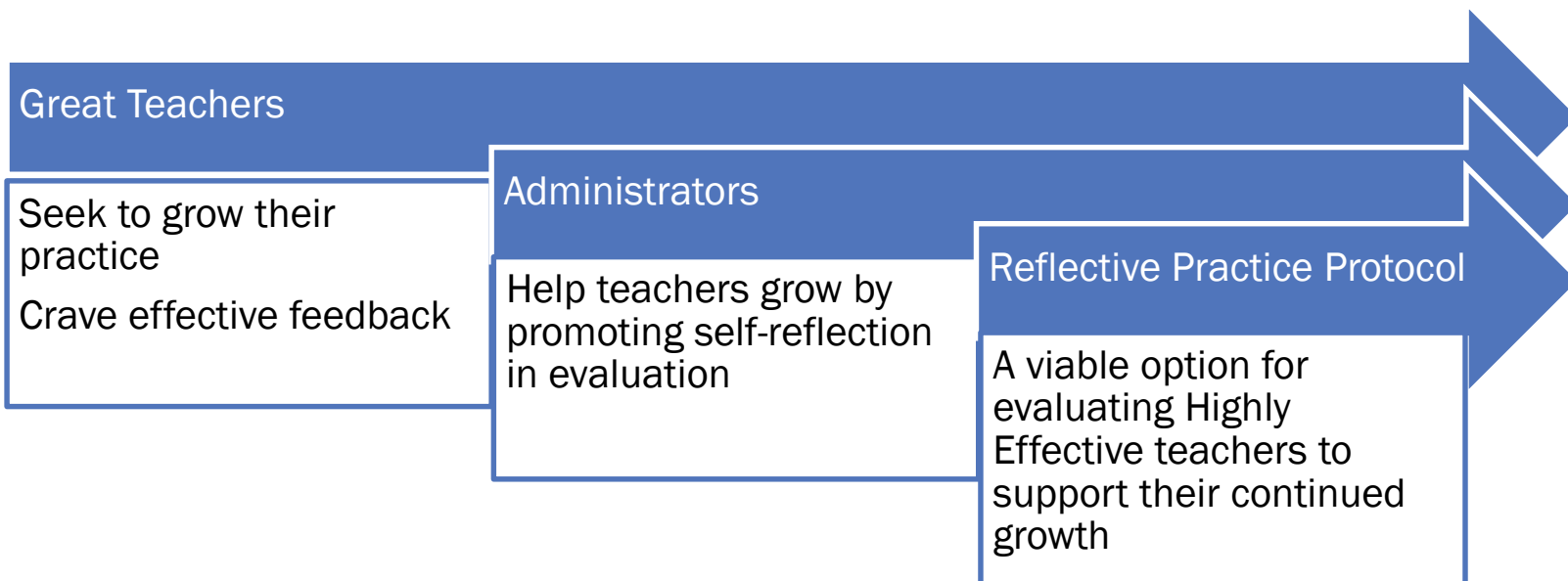
# Achievement Coach Districts & Impact

Districts	
Bergenfield Boro	Mantua Township
Caldwell-West Caldwell	Maurice River Township
Clearview Regional	Metuchen
Delsea Regional	Morris County Voc. Tech
East Brunswick	North Plainfield Borough
East Greenwich Township	Old Bridge Township
Elizabeth	Palisades Park
Gloucester Township	Passaic City
Hopatcong	Piscataway Township
Jackson Township	Princeton
Jersey City	Sayreville
Lacey Township	Scotch Plains-Fanwood
Little Egg Harbor Township	South River
	Watchung Hills Regional

“The Achievement Coaches working with me helped facilitate my learning in an effective way.”



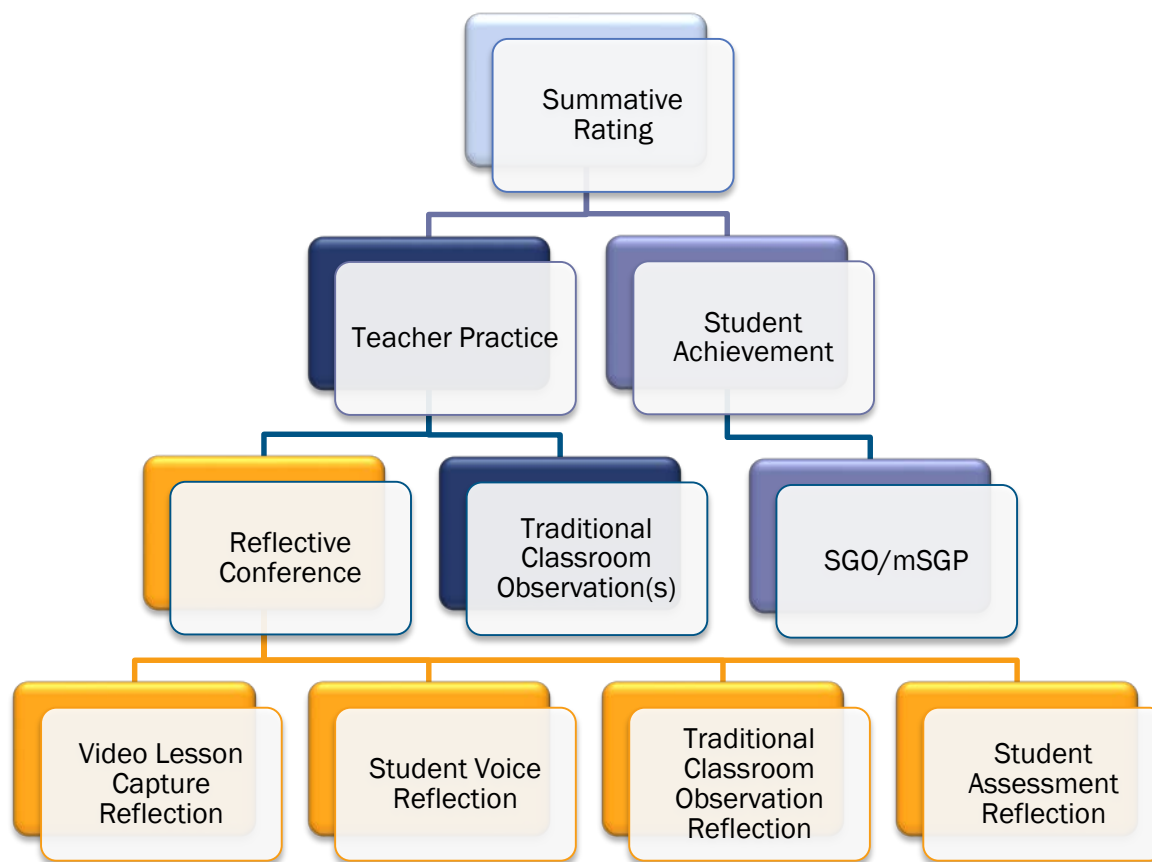
# Supporting Our Best



# Best Practices

- **ACTIVITY:** With a partner, discuss how a great teacher has used one or more of the areas below to develop his/her practice or the practice of a colleague in order to deliver better, more responsive instruction to students. Which has had the most significant impact?
  - Student Feedback
  - Student Assessment
  - Classroom Video
  - Evaluation Observation

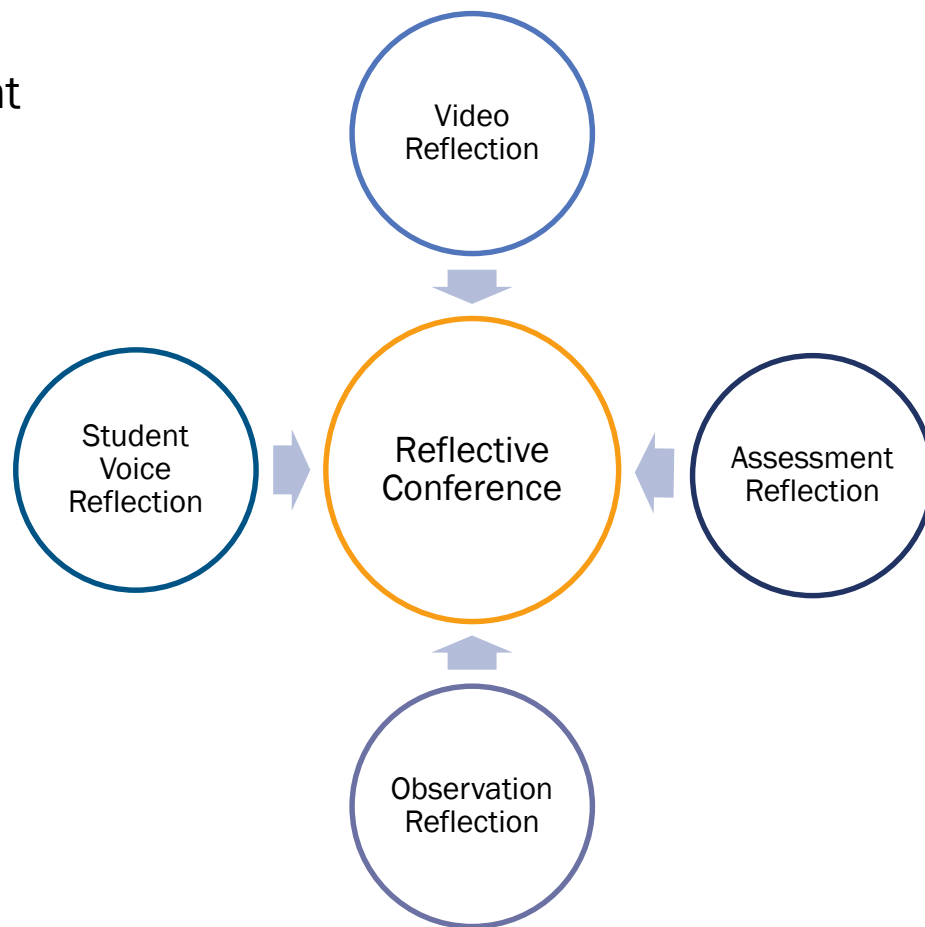
# Reflective Practice Protocol



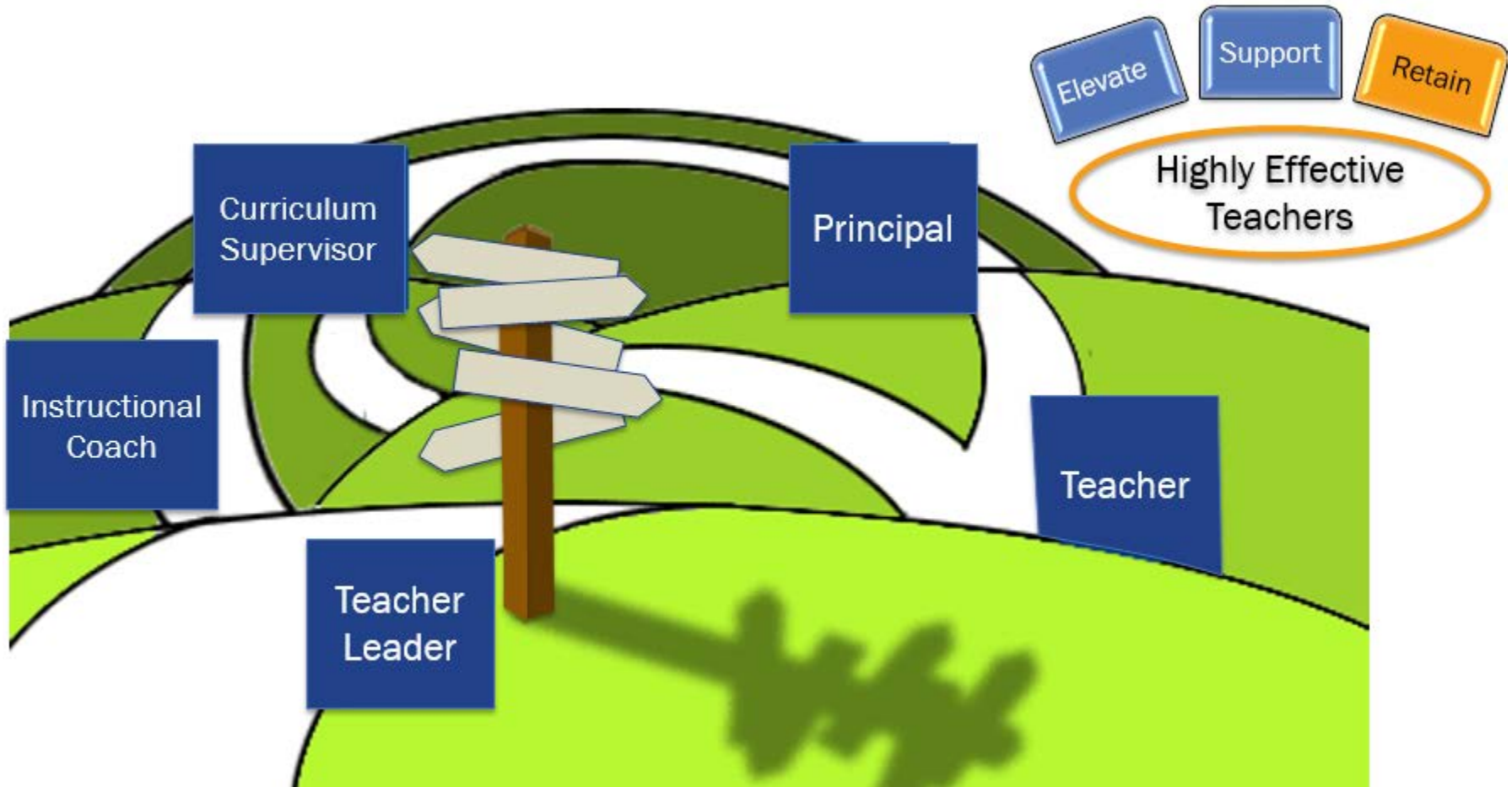


# Autonomy & Flexibility for Districts and Teachers

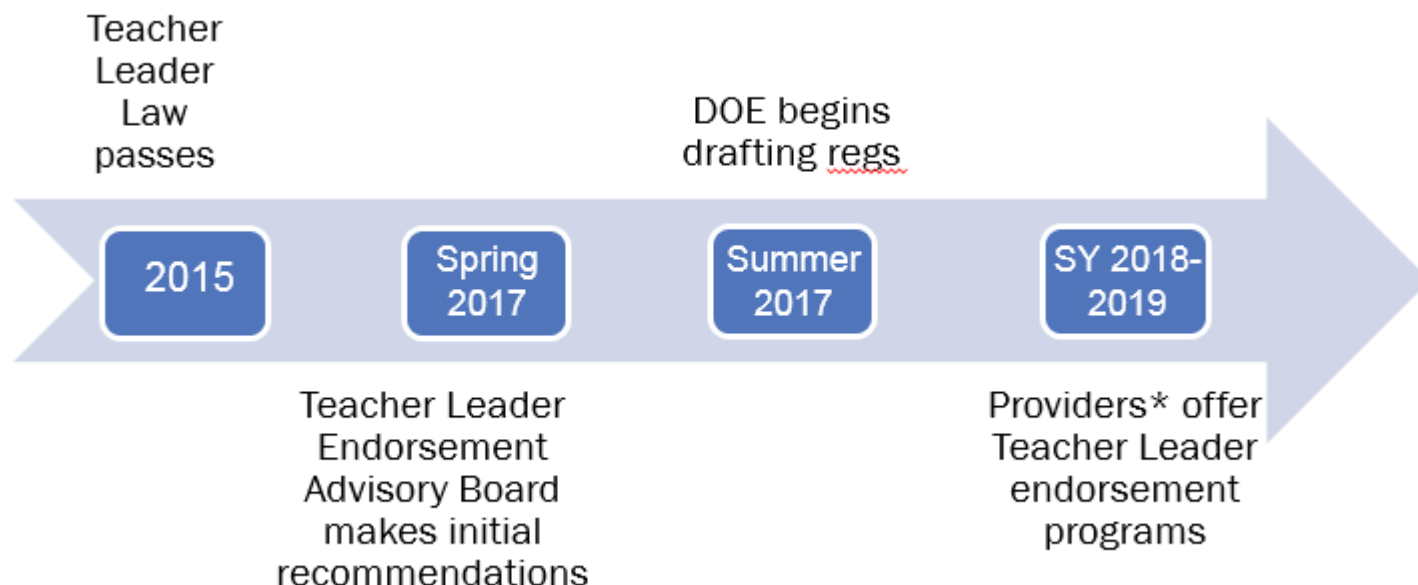
- **Autonomy** to define accomplishment and timing of the Reflective Conference.
- **Flexibility** to emphasize areas that best support the teacher's focus.
- Additional options
  - Cooperating Teachers
  - Teachers Pursuing National Board Certification.



# Retaining Our Best



# Teacher Leader Endorsement



## \*Program Providers

- Institutes of Higher Education, Education Organizations, Non-Profit Entities, or a combination

# Districts as Program Providers

- **Why**
  - Build a cohort of teacher leaders to enhance culture and instructional practices
  - Invest in local talent and create a homegrown leadership pipeline
  - Retain the best teachers by offering new growth opportunities
- **How**
  - Develop an endorsement program to suit the needs of the district and its teachers
  - Provide the program as professional development alternative to enrollees
  - Sustain program by offering program at a cost to other districts

# Benefits Of The Teacher Leader Endorsement

Teacher Concern	Response
I am already a teacher leader; I don't need an endorsement	Training can hone existing leadership skills, and build additional areas of expertise.
I am too busy to enroll in an endorsement program	When the program takes place locally, it reduces travel time and costs; it can replace other PD requirements
I would rather pay money for a supervisor's certificate.	Unlike a supervisor's certificate, the teacher leader endorsement earned through a district has minimal cost.

# Thank You!

**Next Steps:** Identify one strategy related to Highly Effective teachers that you are considering for your district

- **Elevate:** Achievement Coaches Model
- **Support:** Reflective Practice Protocol
- **Retain:** Teacher Leader Endorsement

- **Contact Information:**

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- (609) 376-3974



- **Website and Resources**

[AchieveNJ](#)

[Achievement Coaches](#)

[Reflective Practice Protocol](#)

Teacher Leader Report