Common Language

2012-06-11

State Resources

- **Excellent Educators for New Jersey**
  - **http://www.state.nj.us/education/EE4NJ/**

EE4NJ Goals

- **Universal Vision**
- **Common Language**
- **Clear Expectations**
- **Differentiated Levels of Performance**
- **Timely, Actionable, Data-Driven Feedback**
- **Targeted Professional Development**
- **Multiple Measures of Performance**

Rationale

- **Student Performance vs. Teacher Performance Ratings**

- **The Widget Effect (_www.widgeteffect.org_)**

- **"By implementing robust and meaningful teacher and principal evaluations, we aim to improve teacher quality and thus student outcomes. A meaningful evaluation system is critical for helping New Jersey educators improve education for all New Jersey students."**

Evaluation Timeline

- **September 2010 – NJEE Task Force Report**
- **March 2011 – Recommendations Released**
- **June 2011 – EE4NJ Pilot Grant Announced**
- **SY 2011-12 – Year One**
- **February 2012 – SY 2012-13 Plans Announced**
- **March 2012 – EE4NJ Cohort 2 NGO**
- **April 2012 – EE4NJ Principal Pilot Announced**
- **SY 2012-13 – Year Two**
- **SY 2013-14 – Current Target Date for Statewide Rollout**

Requirements for 2012-2013

- **November 2012 - District Evaluation Advisory Committee**

- **By January 2013 – Selection of Observation Instrument**

- **By June 2013 – Training of Teachers**

- **By August 2013 – Training of Observers**

- **January and July 2013 - Reports**

Common Language

Text of the Goal

- In order for an organization to achieve meaningful, large-scale goals, it must have a consistent way to identify, evaluate and improve its operations. This process must be based on a clear, commonly understood and used language. This language and these "procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice" (Danielson, p. 3).

- Other professions, "medicine, accounting, and architecture, among others – have well established definitions of expertise and procedures to certify novice and advanced practitioners" (Danielson, p. 2). School districts must have these frameworks for each of its critical positions to ensure that all personnel are working toward a similar mission, are working at an excepted standard, produce measurable, desired results, and are constantly supported to improve their professional practice.

Common Language

Text of the Goal

- **Work with appropriate stakeholders to define a system of supporting and evaluating professional practice for all critical staff members that conforms with the State of New Jersey's current definition of best practice. This definition insists on:**
  - **a clearly-defined set of Frameworks;**
  - **a clearly-defined process that involves informal and formal observations;**
  - **a formal process that includes pre- and post-conferences;**
  - **a measurement of the effect of practice on student performance where measurable;**
  - **an annual review that assesses the entire year against defined expectations and goals and establishes the foundation for future goals;**
  - **the connection of professional development to district goals, evaluated need, and existing resources;**
  - **the collection and analysis of the data produced by this formal system; and**
  - **the annual reporting to the Board and the public on the findings of the system.**

Common Language

- **Work with administrators, faculty, and staff to implement the revised system during the 2011-2012 academic year.**

- **Support the implementation of the system with district resources and professional development.**

- **Report regularly to the appropriate committee during the year on the progress of implementation.**

- **Present a report on the system, its implementation, the findings from data analysis, and the plan for 2012-2013 academic year to the Board by the end of the academic year 2011-2012.**

Common Language

- **Summer 2011**
  - **Application for EE4NJ**
  - **Formation of district committee**
  - **Selection of Danielson**
  - **Initial training of administrators and lead teachers**
- **September 2011**
  - **Training of all faculty**
- **SY 2011-12**
  - **Continued training of observers**
  - **Continue training of small groups of faculty**
  - **Implementation of Process including informal, formal, and annual evaluations**
  - **Use of technology-based observation tool**

District Purpose

To create a meaningful,

specific, and accurate conversation

based on evidence

regarding our current professional practice

and how we can improve.

Common Language

- "a clearly-defined set of Frameworks"
  - Danielson's Framework for Professional Practice

- Objectives
  - Growth
  - Learning
  - Accountability

Common Language

- "a clearly-defined process that involves informal and formal observations"

  - Specific Process
    - Types of a Visit
    - Parts of a Visit
    - Conferences
    - Documents
      - Guidance Documents
      - Governing Documents
    - Alignment

Common Language

- "an annual review that assesses the entire year against defined expectations and goals and establishes the foundation for future goals"

  - Such interactions depend on how the framework is used, the professional culture of the school and the district, the degree of respect among and between teachers and administrators, and the commitment of all educators to ongoing improvement of practice.

  - The goal is to help practitioners examine all aspects of teaching in a way that supports ongoing growth and professional learning

Common Language

- "the connection of professional development to district goals, evaluated need, and existing resources"

District Goals

- **Goal 1 - By June 2013, staff members will use the district's Framework for Professional Practice to reflect on current practice, evaluate growth, and engage in professional development including peer observations, participation in rounds, and annual reflection.**

District Goals

- **Goal 2 - Using a process for the creation of common assessments established during the 2011-2012 school year, by June 2013, all staff members will participate in the design and administration of grade level or content-specific common assessments given at predefined points in targeted curricula. In addition, staff members will analyze the results of the common assessments for their own students as well as the results of students within their building or throughout the district. This process will be supported by a district-wide assessment system for the purpose of evaluating the strength of our program and informing instructional decisions.**

Building Goals

- **Student Performance**
  - **Language Arts**
  - **Mathematics**
  - **Science**
- **Curriculum and Assessment**
- **Common Language**
  - **Peer-to-Peer Observations**
  - **Professional Development**
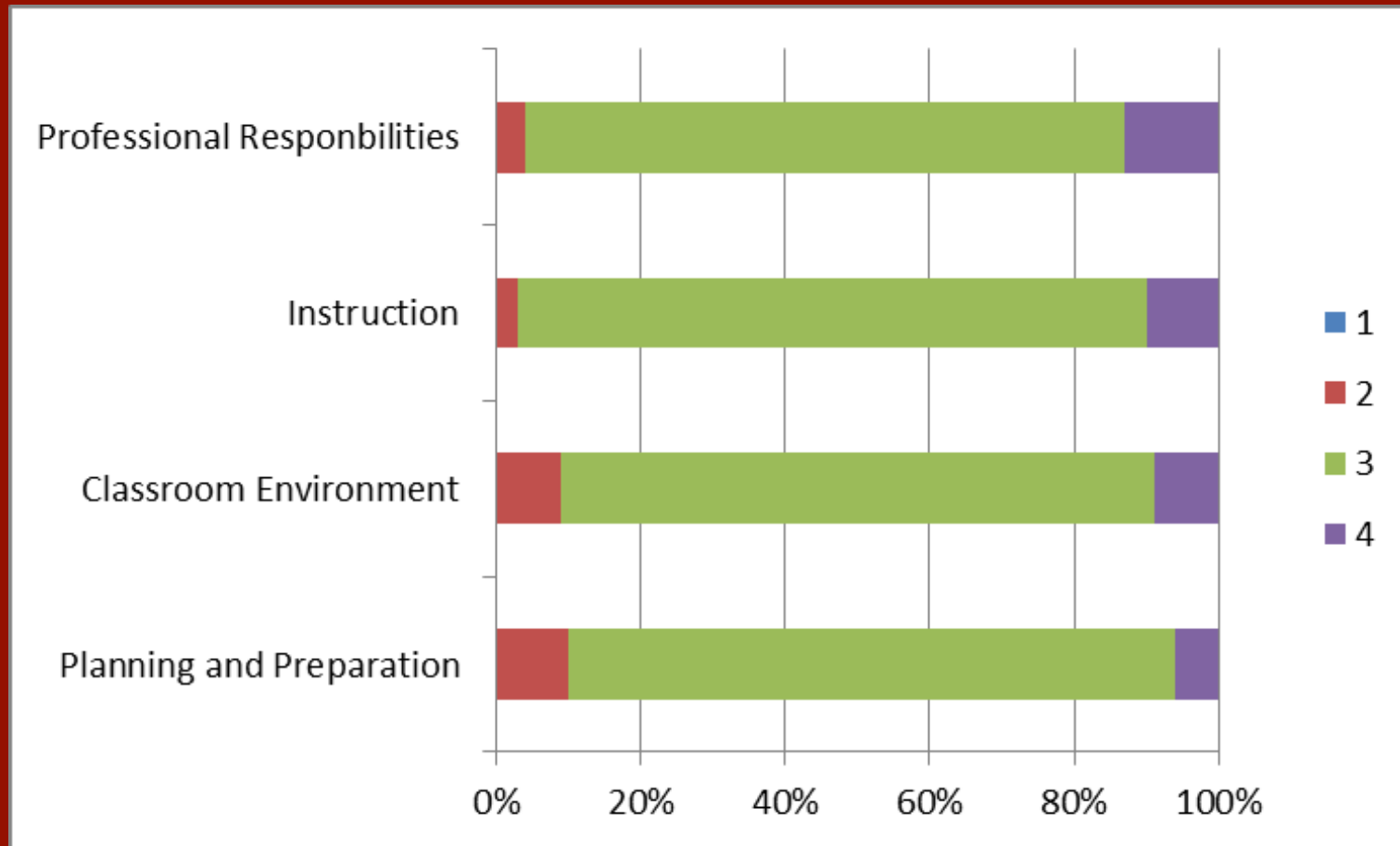 - **Common Planning**

Common Language

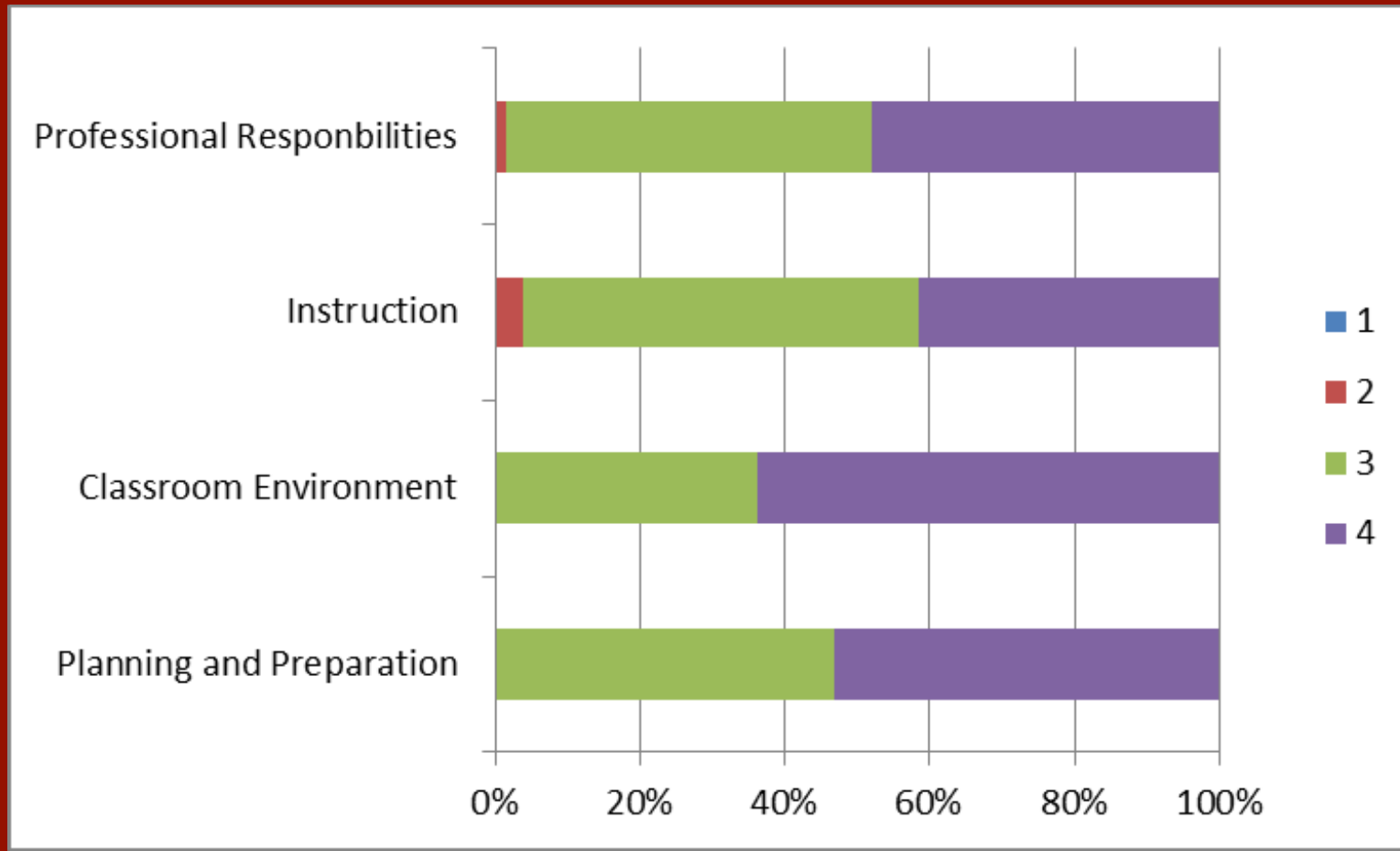- "the collection and analysis of the data produced by this formal system"

Data-Driven Decisions
Administration

Data-Driven Decisions
Faculty

Common Language

- "the annual reporting to the Board and the public on the findings of the system"

SY 2012-13

- **June, 2012 – Meeting of the District Evaluation Advisory Committee (DEAC)**
- **Summer 2012 – Training**
  - **Administrative Retreat**
  - **Faculty/Administrative Work Groups**
  - **Rounds Training (Partner District)**
- **September 2012 – Professional Development**
  - **Reflections**
    - **Focus on Goals**
  - **Full Inclusion of all groups**

SY 2012-13

- **Fall 2012**
  - **Peer-to-Peer Observations**
  - **Common Planning**
  - **Instructional Rounds**
  - **Administrative Trainings**
- **December 2012 – Summary from the DEAC**
- **January 2013 – Public Presentation of Process**

Common Vision

Next Board Meeting

June 25th

Common Language

2012-06-11