



AchieveNJ Updates 2018-2019

Franklin Lakes Public Schools

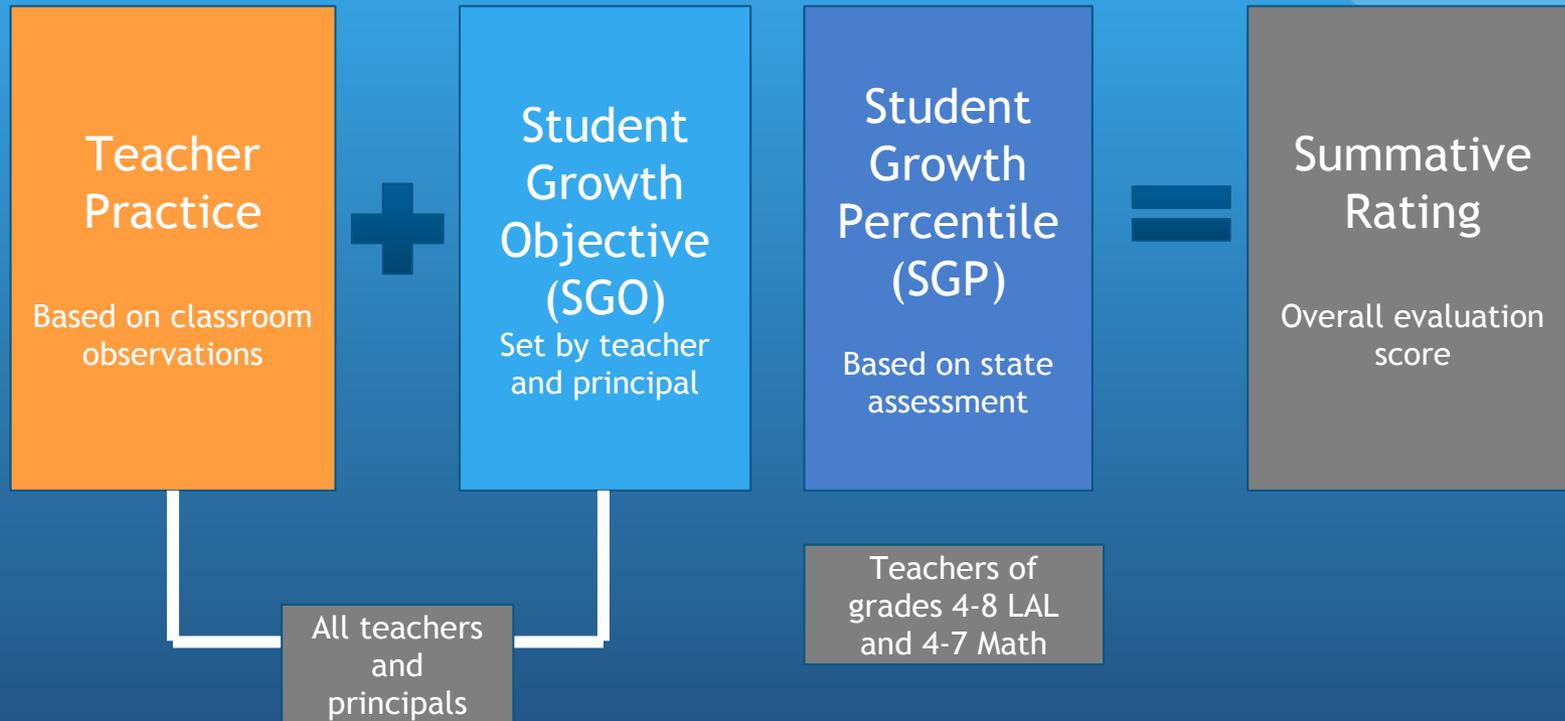
Dr. Gayle Strauss, Interim Superintendent

Information provided by the New Jersey Department of Education

Multiple Measures for Evaluating Teachers

- AchieveNJ relies on multiple measures of performance to evaluate teachers.
- These measures include components of both student achievement and teacher practice.
- All New Jersey teachers receive a summative evaluation rating of *Highly Effective*, *Effective*, *Partially Effective* or *Ineffective*.
- Components used to determine these ratings vary depending on the grades and subjects taught.

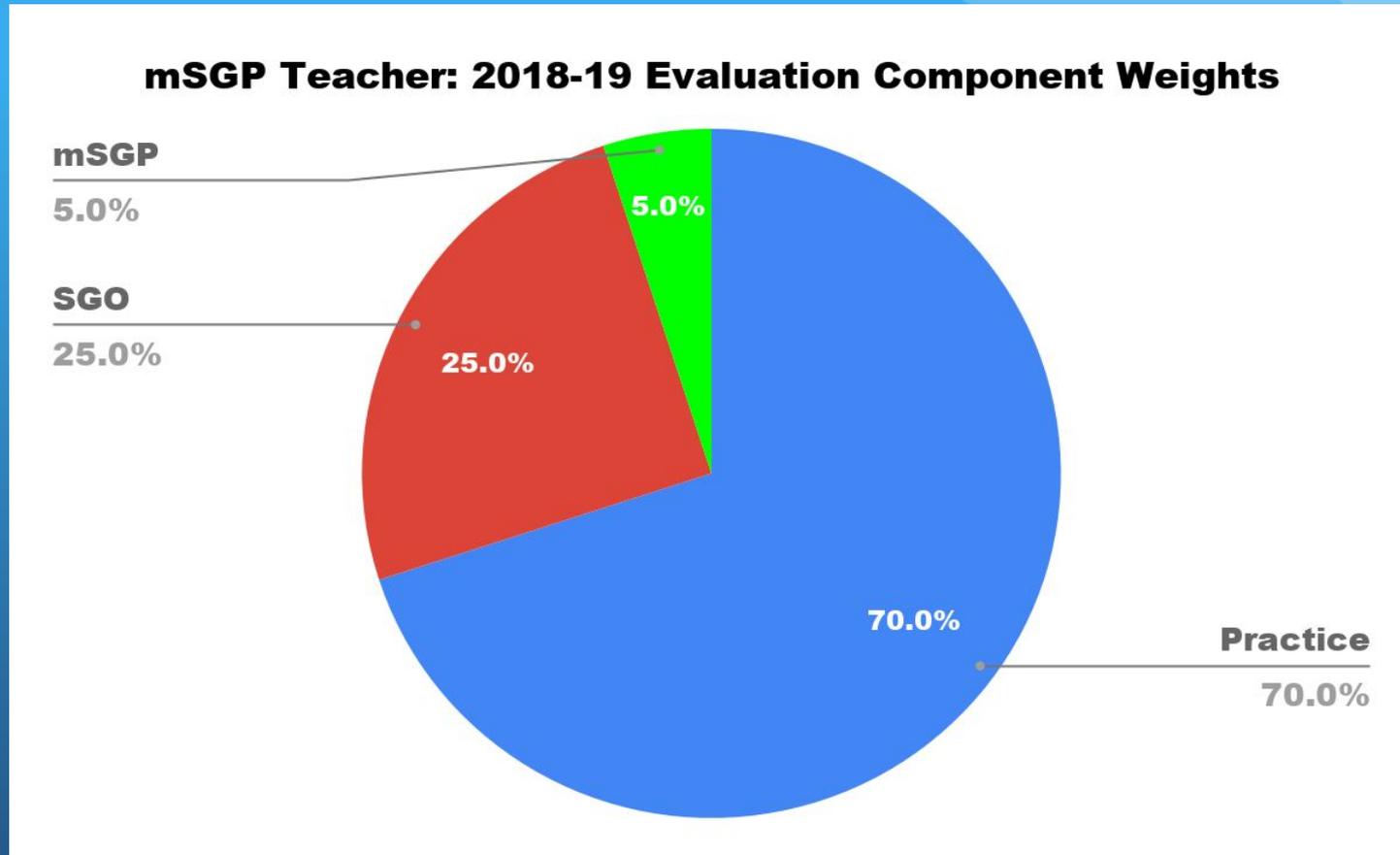
Multiple Measures for Evaluating Teachers



Teachers in Tested Grades and Subjects

- 4th-8th grade Language Arts and 4th-7th grade Math teachers with students having baseline and end-of-year scores available from state standardized assessments.
- At least 20 separate students with SGP scores
- Students must be enrolled in the teacher's class for at least 70% of the school year.
- If two or three years of data are available, the Department of Education will either choose the median score of the current roster, or the median score of all student scores for available years.

How are Teachers in Tested Grades Scored?

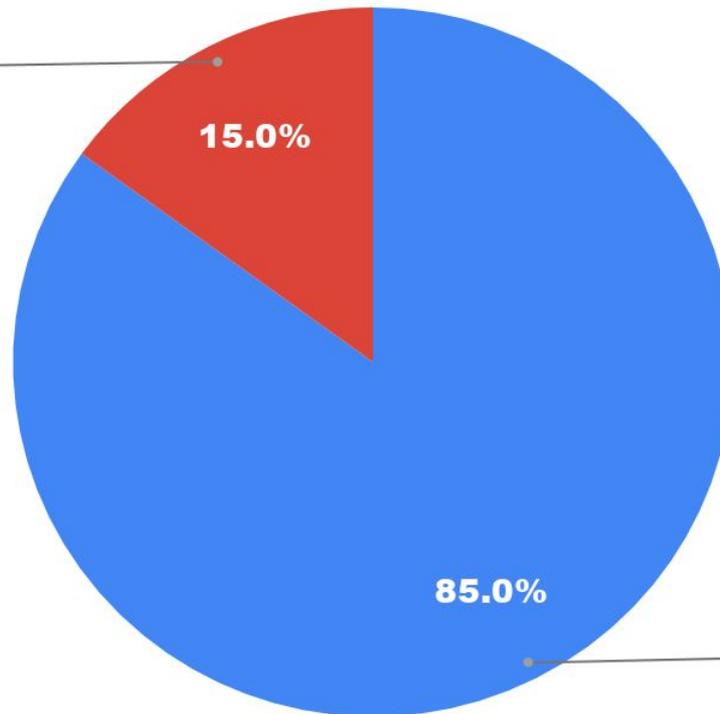


- 5%: median Student Growth Percentile [mSGP] data from state standardized assessments.
- 25%: Student Growth Objective (SGO) data from one or two measures set by a teacher and their principal
- 70%: Teacher practice (observations)

How are Teachers of Non-Tested Grades & Subjects Scored?

Non-mSGP Teacher: 2018-19 Evaluation Component Weights

SGOs
15.0%



Practice
85.0%

- 85%: Teacher Practice (observations).
- 15%: Student Growth Objective (SGO) data from the average of two measures set by a teacher and their principal

Teacher Practice

- Teacher practice is measured by performance on a teacher practice instrument. The Franklin Lakes Public Schools use McREL.
- Required observations
 - Non-Tenured Teachers - 3 Observations
 - Tenured Teachers - 2 Observations
 - Any teacher ending the previous school year with an Ineffective or Partially Effective rating - Plus one observation as part of their Corrective Action Plan

Observation Requirements Summary

Teacher Status	Minimum # of Observations (at least 20 minutes each)	Multiple Observers
Non-Tenured	3	Required
Tenured	2	Recommended
Corrective Action Plan	Plus One	Required

Additional Notes on Observation:

- **Announced vs Unannounced:** Within the minimum requirements, all teachers must have at least one unannounced and one announced observation with a pre-conference.
- **Non-tenured teachers present for less than 40% total school days in an academic year:** a minimum of 2 observations are required.
- **Post-conferences:** Post-conferences must all be face-to-face for non-tenured teachers and at least one must be face-to-face for tenured teachers.

Observation & Evaluation Tools

- Teachers are evaluated using the McREL Teacher Evaluation Tool located on our website under the Faculty tab.



- Other Certified Staff are evaluated using locally designed evaluation rubrics located on our website under Teacher & Principal Evaluation.



Accessing Information

- New Jersey Department of Education web site:

<http://www.state.nj.us/education/AchieveNJ/>

- Franklin Lakes Public Schools web site found on Dr. Strauss' Superintendent's web page, "Teacher and Principal Evaluation":

http://district.franklinlakes.k12.nj.us/apps/pages/index.jsp?uREC_ID=420408&type=d&pREC_ID=918619

What is an SGO?

- Student Growth Objectives (SGOs) are academic goals set for groups of students by their teacher and principal.
- Aligned to academic standards
- Measured by various high quality assessments
- Differentiated, ambitious and achievable
- Must include a significant proportion of the standards, course work, and students for which the teacher is responsible.
- All Teachers must create two (2) tiered SGOs as recommended by NJDOE for the 2018-2019 school year.

Timeline for SGO Process

Teachers,
supervisors meet to
discuss and agree on
SGOs by
October 31st

Adjustments to SGOs
can be made with
approval by
February 15th

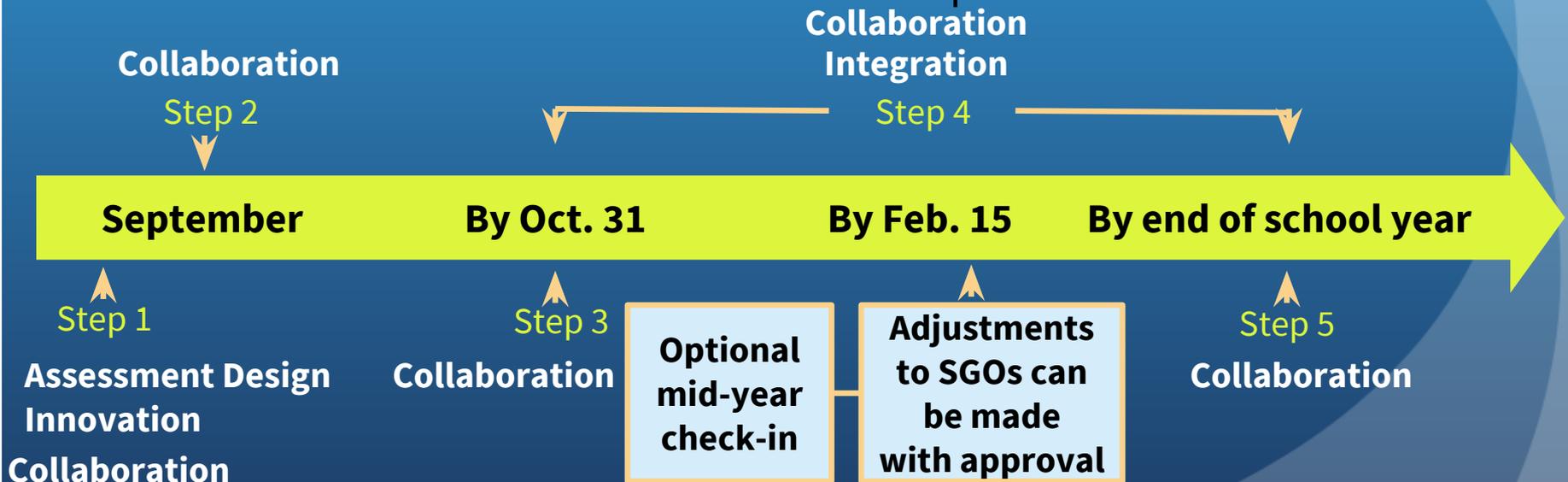
Teachers,
supervisors meet to
discuss SGOs and
other measures by
the end of the
school year.
(Date to be
determined by the
district)

IMPORTANT - NJDOE SGO Overview:

<http://www.state.nj.us/education/AchieveNJ/teacher/SGOOverview.pdf>

SGO Process

1. Choose or develop a quality assessment aligned to the standards.
2. Determine students' starting points.
3. With supervisor input and approval, set ambitious yet achievable student learning goals.
4. Track progress and refine instruction accordingly.
5. Review results and discuss score with supervisor.



Use Assessment Approaches that Make Sense

Traditional Assessments	Portfolio Assessments	Performance Assessment
<ul style="list-style-type: none"> • National/State tests (e.g., Advanced Placement, DIBELS, EOC Biology) • District, school and departmental tests (e.g., final exams, modified as necessary) 	<ul style="list-style-type: none"> • Teaching Strategies Gold[®] (pre-K, K) • Writing and reflection samples (LAL) • Laboratory research notebook (sciences) • Portfolio of student work (visual and performing arts, etc.) • Student project-based assessments (all subjects) 	<ul style="list-style-type: none"> • Lab Practicum (sciences) • Sight reading (music) • Dramatic performance (drama) • Skills demonstration (physical education) • Persuasive speech (public speaking)

Determine Student Starting Points: SAMPLE

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Starting points were determined by the following items: First, a diagnostic assessment in the form of two writing samples. The writing samples were assignments given early in the school year measuring skills they were to acquire during their ninth grade ELA class. Secondly, the markers of future success used are attendance and homework completion conducted through October 15th. Finally, student's freshmen year English grades were utilized.

Preparedness Group	Information #1	Information #2	Information #3
	Diagnostic Assessment in the form of their writing samples.	Markers of Future Success	Freshmen year's English grade
High	≥90%	6 points	≥90%
Middle	78-89%	4-5 points	78-89%
Low	≤77%	1-3 points	≤77%



SAMPLE Scoring Plan

Using knowledge of the students, standards, and SGO assessment, agree upon a vision for student mastery of the standards you have selected for your SGO.

Scoring Plan

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

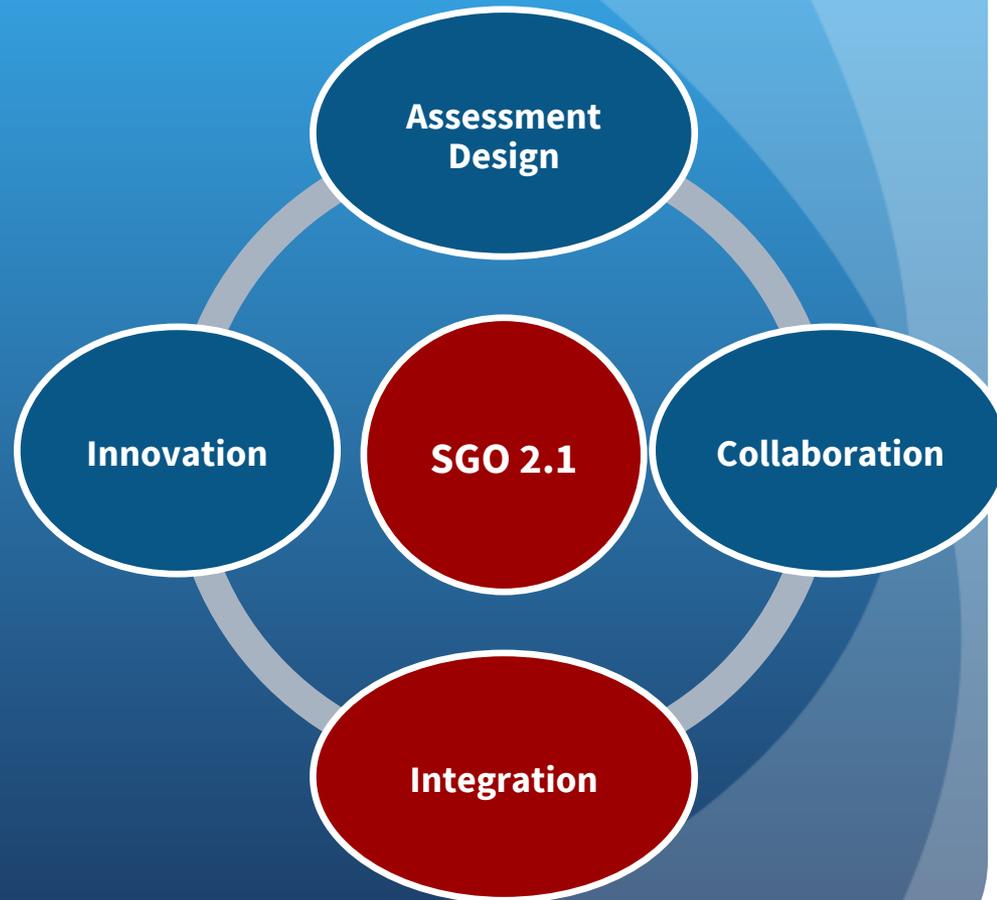
Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	≥93	≥90%	80-89%	70-79%	≤70%
Middle	84-92	≥90%	80-89%	70-79%	≤70%
Low	78-83	≥90%	80-89%	70-79%	≤70%



Integrating SGOs into the Typical Cycle of Teaching and Learning

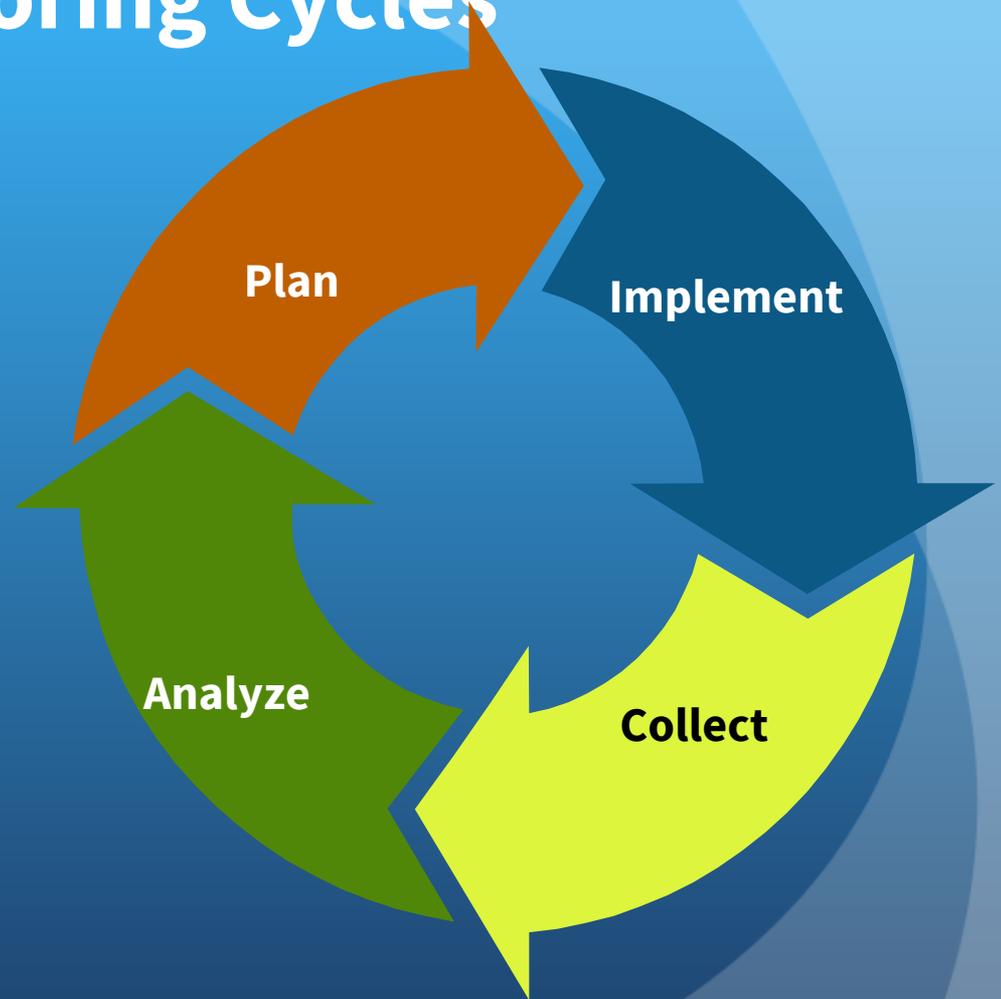
In what ways can student learning be improved by using SGOs as a tool to enhance and inform teaching?

1. The importance of monitoring cycles
2. The four purposes of assessment
3. Using assessment data to inform instruction
4. The importance of step four



Monitoring Cycles

- A process by which teachers...
- **Plan** – Develop curriculum, instruction, and assessments
- **Implement** – Teach
- **Collect** – Gather indicators of student progress
- **Analyze** – Identify trends, patterns, and misconceptions; decide what needs more reinforcement or re-teaching
- **Plan** – Refine the plan based on analysis of the data



What is an SGP?

- Student Growth Percentile (SGP) consists of data that represents the growth of an individual student on state standardized assessments from one year to the next.
- NJDOE measures that growth and compares it to a student's "academic peer group", or students with a similar academic history.
- The SGP is the median percentage between 1 and 99 of a teacher's students, which is then translated into a score of 1.0 to 4.0.

Professional Development and Support

- Improved Evaluation - Educator feedback, data and information
- School Improvement Panel (ScIP) - School-based group that ensures effective oversight of mentoring activities, evaluation, identifying PD opportunities, and conducting mid-year evaluation of teachers rated Ineffective or Partially effective in the most recent annual summative evaluation.
- ScIP web-page:
<http://www.nj.gov/education/AchieveNJ/scip/>

Professional Development and Support (continued)

- Mentoring for novice teachers
- Individual Professional Development Plans and ongoing PD opportunities
- Corrective Action Plan (CAP) - any teaching staff member rated Ineffective or Partially Effective on his or her evaluation receives additional support through the CAP. The CAP is created by the teacher and their administrator. The CAP is linked to the earning and keeping of Tenure.

Evaluation and Tenure

- Tenure is awarded after 4 years, with ratings of Effective or Highly Effective in at least 2 of the 4 years of employment.
- Year 1 - Teacher participates in the district's mentoring program. Teacher receives a summative rating, but rating does not count toward tenure acquisition.
- Years 2, 3, and 4 - Teacher receives an Effective or Highly Effective summative rating in at least 2 of these three years. (Teachers working under a CE or CEAS continue to be mentored in year 2, but need to be rated as Effective or Highly Effective as noted here.
- Only then is tenure granted.

Ineffective or Partially Effective Ratings for Tenured Teachers

Summative Rating A	Summative Rating B (Consecutive)	Action
Ineffective	Ineffective	The superintendent <u>shall</u> file a charge of inefficiency.
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent <u>may</u> file a charge of inefficiency, or may defer by filing written evidence of exceptional circumstances. After the following summative evaluation (3 rd consecutive), the superintendent <u>shall</u> file a charge of inefficiency if the rating is Ineffective or Partially Effective.
Partially Effective	Partially Effective	

NJDOE Resources

- New Jersey Department of Education provides resources related to AchieveNJ, Teacher Evaluation and Professional Development. Please visit their website at:
- <http://www.state.nj.us/education/AchieveNJ/pd/>