DEAC MEETING

District Evaluation Advisory Committee (DEAC)

November 16, 2023
Asbury Park School District

Goals

- Review stakeholders wants and needs
- Review AchieveNJ
- Align Instructional Practices using Domain 1
- Understand- What is a CAP?
- Align what we covered today

Norms for Committee Meeting

- Be fully present

- Be focused on positive results

- Be an active listener

- Be supportive and open to new ideas from the members

- Be a problem solver

- Ask questions that help us build capacity as a district

Needs and Wants

EVALUATION	WALK THROUGHS	CAPs
- Aligning PD to District Observation Trends - Supporting non-teaching staff - Training in rubrics used - Focus on Evaluations, the Process Improvements and more district-wide training for all staff - Learning more about the Domains and what falls in each - Post observation collaboration	- Feedback - What do you do to improve - Aligning PD to District Observation Trends - District-wide library of best practices by component	- Why are you placed? - Process - How do you get off? - Collaboration making CAPS - SCIP Team - PDP- My Learning Plan

A committee of diverse stakeholders used to advise districts on the implementation of **AchieveNJ**.

AchieveNJ: Teach. Lead. Grow.

Subchapter 2. Evaluation of Teaching Staff Members
6A:10-2.1 Evaluation of teaching staff members

1. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated in the school district for the first time. Training shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
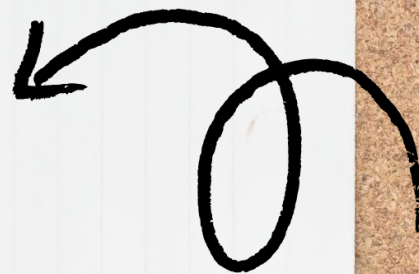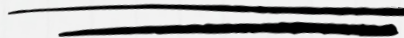
Introductions

Rachel Adamczyk, Supervisor of C&I P-3

- Years teaching: 18
- Grades taught: Prek, Kindergarten, Grade 4
- Content/Subject: ELA, SS, Sci

Dr. LaShawn Gibson Director of Human Resources

- Years teaching: 8
- Grades taught: Prek, Kindergarten, 4TH, 5TH 7TH, High School
- Years Administrator:22+

Objective 1

Review components of Domain 1 in Danielson's Framework and apply it to real observation documents

THE FRAMEWORK FOR TEACHING

AT A GLANCE

DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
1b Knowing and Valuing Students
1c Setting Instructional Outcomes
1d Using Resources Effectively
1e Planning Coherent Instruction
1f Designing and Analyzing Assessments

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
2b Fostering a Culture for Learning
2c Maintaining Purposeful Environments
2d Supporting Positive Student Behavior
2e Organizing Spaces for Learning

THE DANIELSON GROUP

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
4b Documenting Student Progress
4c Engaging Families and Communities
4d Contributing to School Community and Culture
4e Growing and Developing Professionally
4f Acting in Service of Students

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
3b Using Questioning and Discussion Techniques
3c Engaging Students in Learning
3d Using Assessment for Learning
3e Responding Flexibly to Student Needs

DOMAIN 1
PLANNING AND PREPARATION

1a Applying Knowledge of Content and Pedagogy
- Disciplinary Expertise
- Pedagogical Content Knowledge
- Knowledge of Interdisciplinary Relationships and Skills

1b Knowing and Valuing Students
- Respect for Students' Identities
- Understanding of Students' Current Knowledge and Skills
- Knowledge of Whole Child Development
- Knowledge of the Learning Process and Learning Differences

1c Setting Instructional Outcomes
- Value and Relevance
- Alignment to Grade-Level Standards
- Clarity of Purpose
- Integration of Multiple Aspects of Student Development

1d Using Resources Effectively
- Instructional Materials
- Technology and Digital Resources
- Supports for Students

1e Planning Coherent Instruction
- Tasks and Activities
- Flexible Learning
- Student Collaboration
- Structure and Flow

1f Designing and Analyzing Assessments
- Congruence with Instructional Outcomes
- Criteria and Standards
- Planning Formative Assessments
- Analysis and Application

DOMAIN 2
LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments
- Positive Relationships
- Sense of Belonging
- Cultural Responsiveness
- Positive Conflict Resolution

2b Fostering a Culture for Learning
- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance

2c Maintaining Purposeful Environments
- Productive Collaboration
- Student Autonomy and Responsibility
- Equitable Access to Resources and Supports
- Non-Instructional Tasks

2d Supporting Positive Student Behavior
- Expectations for the Learning Community
- Modeling and Teaching Habits of Character
- Self-Monitoring and Collective Responsibility

2e Organizing Spaces for Learning
- Safety and Accessibility
- Design for Learning and Development
- Co-Creation and Shared Ownership

DOMAIN 3
LEARNING EXPERIENCES

3a Communicating About Purpose and Content
- Purpose for Learning and Criteria for Success
- Specific Expectations
- Explanations of Content
- Use of Academic Language

3b Using Questioning and Discussion Techniques
- Critical Thinking and Deeper Learning
- Reasoning and Reflection
- Student Participation

3c Engaging Students in Learning
- Rich Learning Experiences
- Collaboration and Teamwork
- Use of Instructional Materials and Resources
- Opportunities for Thinking and Reflection

3d Using Assessment for Learning
- Clear Standards for Success
- Monitoring Student Understanding
- Timely, Constructive Feedback

3e Responding Flexibly to Student Needs
- Evidence-Based Adjustments
- Receptiveness and Responsiveness
- Determination and Persistence

DOMAIN 4
PRINCIPLED TEACHING

4a Engaging in Reflective Practice
- Self-Assessment of Teaching
- Analysis and Discovery
- Application and Continuous Improvement

4b Documenting Student Progress
- Student Progress Toward Mastery
- Shared Ownership
- Maintaining Reliable Records

4c Engaging Families and Communities
- Respect and Cultural Competence
- Community Values
- Instructional Program
- Engagement in Learning Experiences

4d Contributing to School Community and Culture
- Relational Trust and Collaborative Spirit
- Culture of Inquiry and Innovation
- Service to the School

4e Growing and Developing Professionally
- Curiosity and Autonomy
- Developing Cultural Competence
- Enhancing Knowledge and Skills
- Seeking and Acting on Feedback

4f Acting in Service of Students
- Acting with Care, Honesty, and Integrity
- Ethical Decision-Making
- Advocacy

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1a: Demonstrating Knowledge of Content and Pedagogy

- Content and structure of discipline
- Prerequisite relationships
- Content related pedagogy

1b: Demonstrating Knowledge of Students

- Child and adolescent development
- Learning Process
- Special Needs
- Students' skills, knowledge, and language proficiency
- Students' interests & cultural heritage

1c: Setting Instructional Outcomes

- Value, sequence, and alignment
- clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating Knowledge of Resources

- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson unit and structure

1f: Designing Student Assessments

- Congruence with instructional outcomes
- Criteria and standards
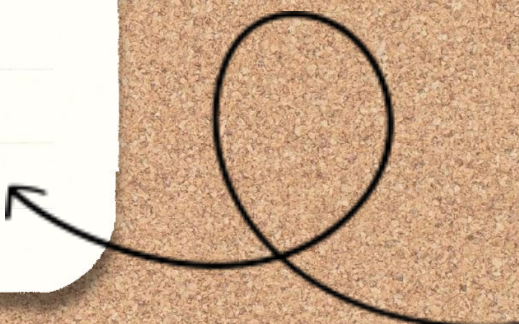- Design of formative assessments
- Use for planning

Perfection

Let's Practice!

Review the sample pre-observation form and lesson plan assigned to your group. Use the Domain 1 Rubric to score this teacher.

Conclusion ✓

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

— Benjamin Franklin

Any questions?

Feel free to contact us at:

adamczykr@apboe.org
gibsonl@apboe.org

CAPS

What is your understanding of a CAP?

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Needs and Wants

EVALUATION

- Aligning PD to District Observation Trends
- Supporting non-teaching staff
- Training in rubrics used
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- Learning more about the Domains and what falls in each
- Post observation collaboration

WALK THROUGHS

- Feedback
- What do you do to improve?
- Aligning PD to District Observation Trends
- District-wide library of best practices by component

CAPs

- Why are you placed?
- Process
- How do you get off?
- Collaboration making CAPS
- SCIP Team
- PDP- My Learning Plan

What have we addressed today?

December 14 2023 :00-400 p.m.

January 4 , 2024 :00-400 p.m. (Reorganization Meeting)

ALL MEETINGS TAKE PLACE AT MLK MEDIA CENTER

Questions

Thank you for volunteering your time!

Have a great school year!

We look forward to seeing you at the next meeting December 14 2023 at 3:00 p.m.

References

References:

AchieveNJ: Teach, Lead, Grow,

hap10.pdf (nj.gov)
Student Growth Objectives (state.nj.us)
The Framework for Teaching Evaluation Instrument (www.k12.wa.us)
https://www.state.nj.us/education/AchieveNJ/resources/TeacherEvaluationRequirementsandResources.pdf
https://www.state.nj.us/education/AchieveNJ/teacher/SpecialEducatorOverview.pdf
https://www.state.nj.us/education/AchieveNJ/resources/ELLTeacherOverview.pdf
https://www.state.nj.us/education/AchieveNJ/resources/TeacherEvaluationScoringGuide.pdf

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