

# DEAC MEETING

District Evaluation Advisory Committee (DEAC)

October 19, 2023  
Asbury Park School District

# Goals

- Review stakeholders wants and needs
- Review AchieveNJ
- Review Summary Evaluation Data for 21- 22 and 22- 23 school years.
- Align Instructional Practices using Domain 1
- Engage in discussion on, How to deepen pedagogical knowledge?
- 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

- 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

## 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 is DEAC?

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;

## **Subchapter 2. Evaluation of Teaching Staff Members**

### **6A:10-2.1 Evaluation of teaching staff members**

2. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member;

## **Subchapter 2. Evaluation of Teaching Staff Members**

### **6A:10-2.1 Evaluation of teaching staff members**

3. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year. i. Co-observers shall use the co-observation to promote accuracy and consistency in scoring. ii. A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the coobservation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor;

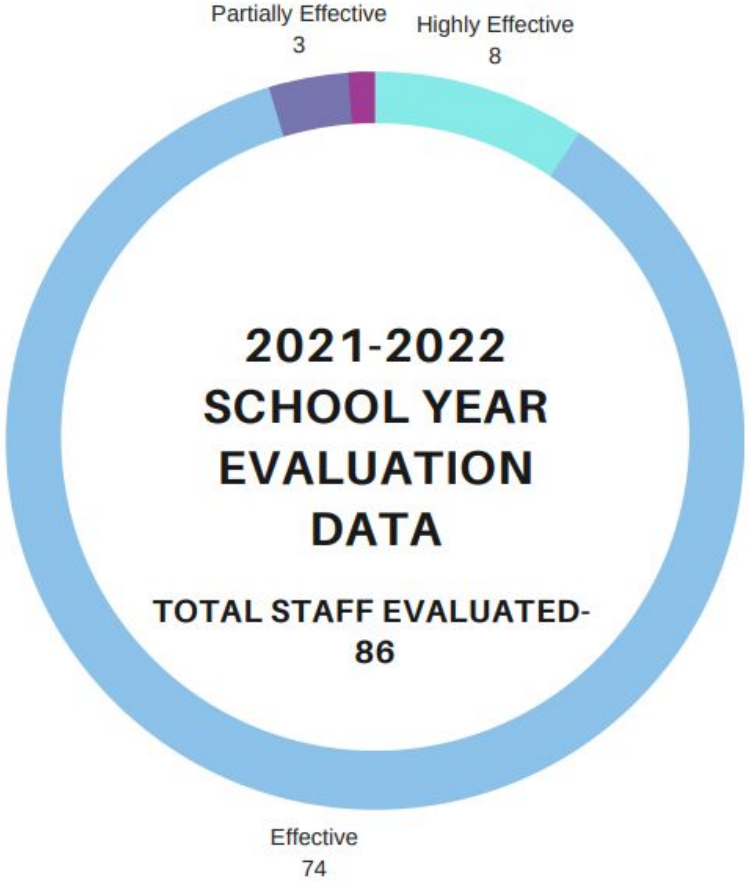


HIGHLY EFFECTIVE- 8  
3.50-4.00

EFFECTIVE- 74  
2.65-3.49

PARTIALLY EFFECTIVE- 3  
1.85-2.64

INEFFECTIVE- 1  
1.00-1.84

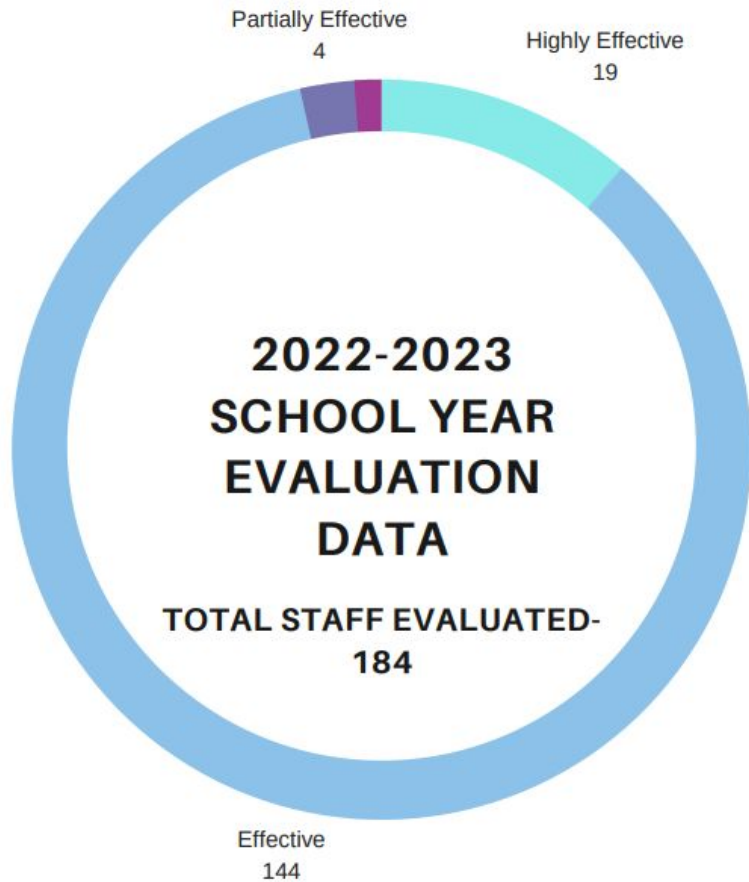


HIGHLY EFFECTIVE- 19  
3.50-4.00

EFFECTIVE- 144  
2.65-3.49

PARTIALLY EFFECTIVE- 4  
1.85-2.64

INEFFECTIVE- 2  
1.00-1.84



HIGHLY EFFECTIVE- 8  
3.50-4.00

EFFECTIVE- 74  
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## 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



# DOMAIN 1 PLANNING AND PREPARATION

## 1a Applying Knowledge of Content and Pedagogy

**Disciplinary Expertise:** Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationships, and methods of inquiry.

**Pedagogical Content Knowledge:** Teachers make content accessible to students by understanding and addressing preconceptions, presenting ideas in comprehensible and powerful ways, and thoughtfully implementing the most effective pedagogical approaches.

**Knowledge of Interdisciplinary Relationships and Skills:** Teachers make interdisciplinary connections to scaffold learning, support engagement, and build essential knowledge and skills that cross disciplines and support student learning in multiple contexts.

## 1c Setting Instructional Outcomes

**Value and Relevance:** Instructional outcomes represent ambitious learning of important content and meaningful opportunities to support student learning and development.

**Alignment to Grade-Level Standards:** Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.

**Clarity of Purpose:** Instructional outcomes clearly define what will be learned, why it is important, and how students will develop and demonstrate mastery of content and skills.

**Integration of Multiple Aspects of Student Development:** Instructional outcomes integrate academic and social-emotional development to complement and build on one another.

## 1e Planning Coherent Instruction

**Tasks and Activities:** Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content.

**Flexible Learning:** Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student.

**Student Collaboration:** Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

**Structure and Flow:** Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

## 1b Knowing and Valuing Students

**Respect for Students' Identities:** Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.

**Understanding of Students' Current Knowledge and Skills:** Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.

**Knowledge of Whole Child Development:** Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.

**Knowledge of the Learning Process and Learning Differences:** Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

## 1d Using Resources Effectively

**Instructional Materials:** Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.

**Technology and Digital Resources:** Technological and digital resources support personalized instruction, equitable learning, engagement, exploration, connection, and student development.

**Supports for Students:** Teachers seek and provide additional aligned resources and supports that make content and curriculum materials accessible to students and address their individual needs.

## 1f Designing and Analyzing Assessments

**Congruence with Instructional Outcomes:** Aligned assessments provide accurate, clear evidence and allow for the analysis of student understanding and mastery of instructional outcomes.

**Criteria and Standards:** Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.

**Planning Formative Assessments:** Teachers plan formative assessments to monitor student progress toward instructional outcomes and support students to monitor their own learning.

**Analysis and Application:** Teachers consistently use assessment data to direct planning and preparation and to support individualized student instruction.

1A

## DOMAIN 1: PLANNING AND PREPARATION

Knowledge of content and the structure of the discipline 1	In planning and practice, teacher makes content errors or does not correct errors made by students.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another.	<b>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</b>	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships 2	The teacher displays little understanding of prerequisite knowledge important to student learning of the content.	The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.	<b>The teacher demonstrates accurate understanding of prerequisite relationships among topics.</b>	The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.
Knowledge of content related pedagogy 3	The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	<b>The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</b>	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				



**DOMAIN 1: PLANNING AND PREPARATION**

18

1 Knowledge of child and adolescent development	The teacher does not understand child development characteristics and has unrealistic expectations for students.	The teacher cites developmental theory but does not seek to integrate it into lesson planning.	The teacher knows, for groups of students, their levels of cognitive development and is aware of the different cultural groups in the class.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
2 Knowledge of the learning process	The teacher does not try to ascertain varied ability levels among students in the class.	The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."	The teacher has a good idea of the range of interests of students in the class and has identified "high," "medium," and "low" groups of students within the class.	The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
3 Knowledge of students' skills, knowledge, and language proficiency	The teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
4 Knowledge of students' interests and cultural heritage	The teacher is not aware of students' interests or cultural heritages.	The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.	The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.	The teacher seeks out information from all students about their cultural heritages.
5 Knowledge of students' special needs	The teacher takes no responsibility to learn about students' medical or learning disabilities.	The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher is aware of the special needs represented by students in the class.	The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Attributes (Indicators)  
Row Attributes:

Notes (Evidence)

**DOMAIN 1: PLANNING AND PREPARATION**

1C

Value, sequence, and alignment  1	Outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline.	<b>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</b>	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment.	All outcomes represent high-level learning in the discipline. The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing.
Clarity  2	Outcomes are stated as student activities, rather than as outcomes for learning.	<b>Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration.</b>	All the instructional outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.
Balance  3	Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent a mixture of low expectations and rigor.	<b>Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.</b>	Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration.
Suitability for diverse learners  4	Outcomes are not suitable for many students in the class.	<b>Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</b>	Outcomes, differentiated where necessary, are suitable to groups of students in the class.	Outcomes are differentiated, in whatever way is needed, for individual students. Outcomes are differentiated to encourage individual students to take educational risks.

Attributes (Indicators)

Row Attributes:

Notes (Evidence)

Page Notes



**DOMAIN 1: PLANNING AND PREPARATION**

1D				
Resources for classroom use  1	The teacher uses only district-provided materials, even when more variety would assist some students.	The teacher uses materials in the school library but does not search beyond the school for resources.	<b>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</b>	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy  2	The teacher does not seek out resources available to expand her own skill.	The teacher participates in content-area workshops offered by the school but does not pursue other professional development.	<b>The teacher expands her knowledge through professional learning groups and organizations external to the school and on the Internet; pursues options offered by universities.</b>	The teacher pursues apprenticeships to increase discipline knowledge; has ongoing relationships with colleges and universities that support student learning.
Resources for students  3	Although the teacher is aware of some student needs, he does not inquire about possible resources.	The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	<b>The teacher provides lists of resources outside the classroom for students to draw on; texts are at varied levels and are supplemented by guest speakers and field experiences. Resources are multidisciplinary.</b>	The teacher maintains a log of resources for student reference; texts are matched to student skill level; facilitates student contact with resources outside the classroom.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

**DOMAIN 1: PLANNING AND PREPARATION**

1 E				
1	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations.	<b>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students.</b>	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.
2	Materials are not engaging or do not meet instructional outcomes.	Learning resources are suitable, but there is limited variety	<b>The teacher provides a variety of appropriately challenging materials and resources.</b>	The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
3	Instructional groups are not suitable to the activities and offer no variety and do not support learning.	Instructional groups partially support the activities, with some variety; groups are random, or they only partially support objectives.	Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.	Instructional groups are varied appropriately, with some opportunity for student choice.
4	Lesson plans are not structured or sequenced and are unrealistic in their expectations.	<b>The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</b>	The plan for the lesson or unit is well structured, with reasonable time allocations.	Lesson plans differentiate for individual student needs; activities permit student choice; learning experiences connect to other disciplines.

Attributes (Indicators)  
Row Attributes:

Notes (Evidence)

Page Notes

1F

DOMAIN 1: PLANNING AND PREPARATION

<p>Congruence with instructional outcomes</p> <p>1</p>	<p>Assessment procedures are not congruent with instructional outcomes.</p>	<p><b>Only some of the instructional outcomes are addressed in the planned assessments.</b></p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. Teacher-designed assessments are authentic, with real-world application as appropriate.</p>
<p>Criteria and standards</p> <p>2</p>	<p>Proposed approach lack criteria by which student performance will be assessed.</p>	<p><b>Assessment criteria and standards have been developed, but they are not clear.</b></p>	<p>Assessment criteria and standards are clear. Assessment types match learning expectations.</p>	<p>Assessment methodologies have been adapted for individual students as the need has arisen.</p>
<p>Design of formative assessments</p> <p>3</p>	<p>The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p><b>The teacher has a well developed strategy for using formative assessment and has designed particular approaches to be used.</b></p>	<p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p>Use for planning</p> <p>4</p>	<p>Assessment results do not affect future plans.</p>	<p><b>Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.</b></p>	<p>Plans indicate modified assessments when they are necessary for some students; include formative assessments to use during instruction and indicate possible adjustments based on formative assessment data.</p>	<p>Teachers plan contains evidence of student contribution to its development.</p>

Attributes (Indicators)

Row Attributes:

Notes (Evidence)

Page Notes

# Deepen Pedagogical Knowledge

<https://www.youtube.com/watch?v=KVLtxKyxioA>



6:21

**CAPS**

What is your understanding of a CAP?

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.nj.gov/education/AchieveNJ/implementation/legalrequirements.pdf>

# Related Services Providers/ Child Study Team Evaluation

## New This Year

- All Related Service Provider and Child Study Team Members will be evaluated on the same tool.
- In Genesis
- Training will take place virtually on October 23rd and 24th

# Needs and Wants

## EVALUATION

- 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

## WALK THROUGHS

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

What have we addressed today?

## CAPs

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

## Meeting Dates

September 28, 2023 3:00-400 p.m.

October 19, 2023 :00-400 p.m.

November 16, 2023 :00-400 p.m.

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  
November 16 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>

Danielson:

[Danielson\\_Rubric.pdf \(wcupa.edu\)](#)