

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

- 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.](#)

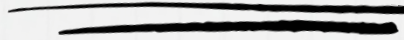
Subchapter 2. Evaluation of Teaching Staff Members

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;



DOMAIN 1



Presented By: Rachel Adamczyk & Dr. LaShawn Gibson



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

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

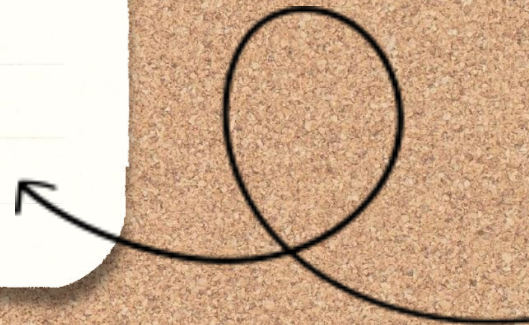




Let's Practice!



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:

adamczyk@apboe.org

gibsonl@apboe.org



CAPS

What is your understanding of a CAP?

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

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What have we addressed today?

CAPs

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- Process
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Meeting Dates

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>

Danielson:

[Danielson_Rubric.pdf \(wcupa.edu\)](#)