DEAC MEETING

District Evaluation Advisory Committee (DEAC)

December 14, 2023
Asbury Park School District

Goals

- Review stakeholders wants and needs
- Use NJ Achieve to set the standard for our practices
- Align Instructional Practices using Domain 2- Classroom Environment

- 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

ᴀ 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;

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

Give me one thing that is important to the learning environment?

Activity One -Domain 2

Each of you have a envelope

1. Take out the pieces of your envelop.
2. Work together to complete the chart.

When you complete the chart identify the theme of the chart.

Write the theme at the top of the chart where it says Theme:.

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

www.danielsongroup.org (in) (✔) @danielson_group

DOMAIN 2 LEARNING ENVIRONMENTS

2a Cultivating Respectful and Affirming Environments

Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.

Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.

Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.

Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments

Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.

Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.

Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.

Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.

Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

2e Organizing Spaces for Learning

Safety and Accessibility: The learning space is safe and accessible to all students and is modified if necessary by students or teachers to accommodate individual student needs.

Design for Learning and Development: The learning space is thoughtfully designed and adjusted as necessary to support and facilitate learning activities.

Co-Creation and Shared Ownership: Students play a role in the design and adjustment of the learning space and demonstrate a sense of ownership through appropriate participation and interaction.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Teacher interaction with students	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. The teacher does not deal with Disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	**Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.**	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Student interactions with other students including both words and actions	Student interactions are characterized by sarcasm, put-downs, or conflict. Students' body language indicates feelings of hurt, discomfort, or insecurity.	Students rarely demonstrate disrespect for one another.	**Interactions among students are generally polite and respectful, and students exhibit respect for the teacher.**	Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class.

Attributes (Indicators)
Row Attributes:

Notes (Evidence)

Page Notes

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2B

Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	**Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.**	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	**Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.**	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	**Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.**	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2C

Management of instructional groups	Students not working with the teacher are not productively engaged.	**Students not working directly with the teacher are only partially engaged.**	Students are productively engaged during small-group or independent work.	With minimal prompting by the teacher, students ensure that their time is used productively.
Management of transitions	Transitions are disorganized, with much loss of instructional time.	Procedures for transitions seem to have been established, but their operation is not smooth.	Transitions between large- and small-group activities are smooth.	Students themselves ensure that transitions and other routines are accomplished smoothly.
Management of materials and supplies	There do not appear to be any established procedures for distributing and collecting materials.	There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.	**Routines for distribution and collection of materials and supplies work efficiently.**	Students take initiative in distributing and collecting materials efficiently.
Performance of classroom routines	A considerable amount of time is spent off task because of unclear procedures.	Classroom routines function unevenly.	**Classroom routines function smoothly.**	Routines are well understood and may be initiated by students.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	Volunteers and paraprofessionals require frequent supervision.	Volunteers and paraprofessionals work with minimal supervision.	Volunteers and paraprofessionals take initiative in their work in the class.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

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DOMAIN 2: THE CLASSROOM ENVIRONMENT

2D

Expectations	The classroom environment is chaotic, with no standards of conduct evident.	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.	**Standards of conduct appear to have been established and implemented successfully.**	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
Monitoring of student behavior	The teacher does not monitor student behavior.	The teacher attempts to keep track of student behavior, but with no apparent system.	**The teacher frequently monitors student behavior.**	The teacher silently and subtly monitors student behavior.
Response to student misbehavior	Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	**The teacher's response to student misbehavior is effective.**	Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Attributes (Indicators) Row Attributes:
Notes (Evidence)
Page Notes

DOMAIN 2:THE CLASSROOM ENVIRONMENT

Safety and accessibility	There are physical hazards in the classroom, endangering student safety.	The physical environment is safe, and most students can see and hear the teacher or see the board.	**The classroom is safe, and all students are able to see and hear the teacher or see the board.**	Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the learning activities and the physical environment.
Arrangement of furniture and use of physical resources	Many students can't see or hear the teacher or see the board. Available technology is not being used even if it is available and its use would enhance the lesson.	The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	**The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.**	Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

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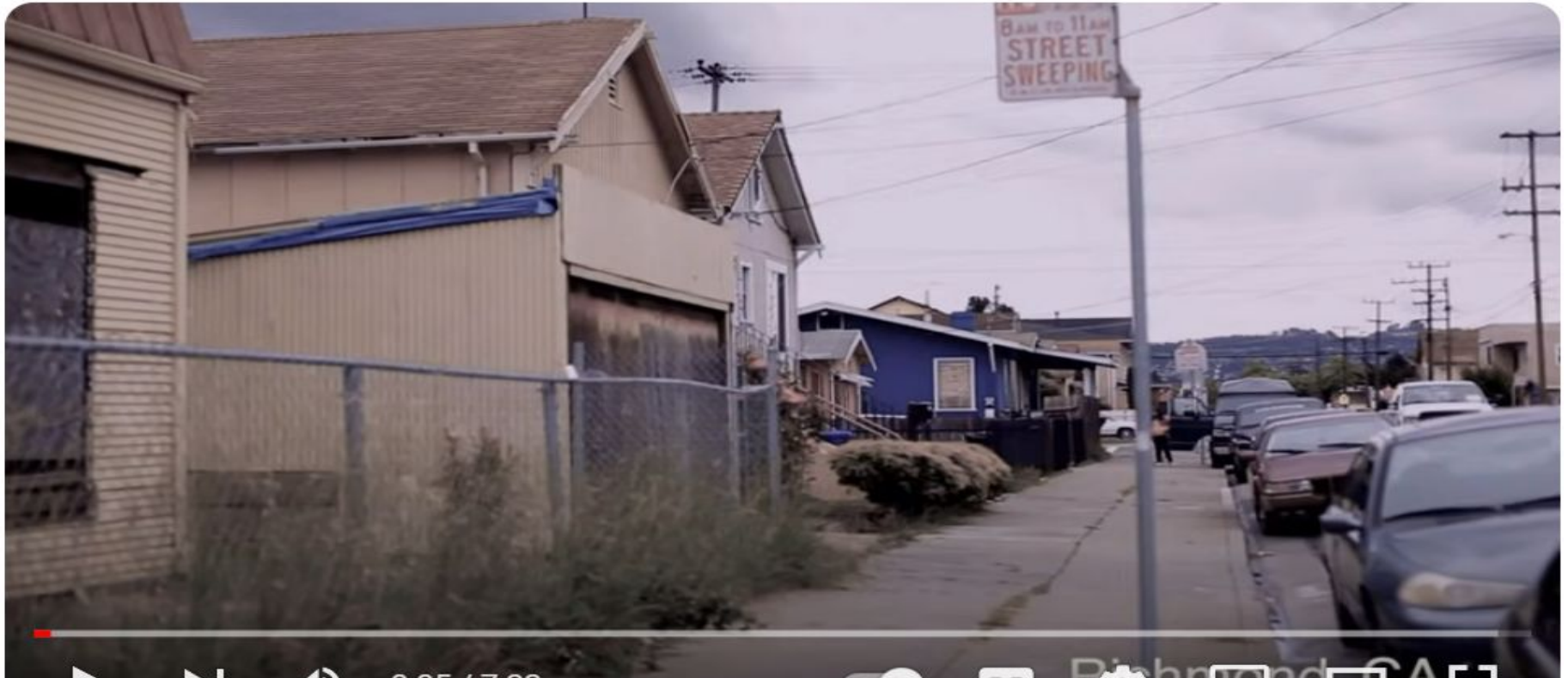
- Each of you have a portion of Domain 2
- When you view the video only look for evidence that substantiates the element you are holding.
- Write down a collection of evidence.

Be able to explain how it relates as evidence based on the rubric.

Setting Expectations for Classroom

https://www.youtube.com/watch?v=LdF5ry5g5-w

Day 1- Classroom Management

https://www.youtube.com/watch?v=pgk-719mTxM

CAPS

What is your understanding of a CAP?

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.nj.gov/education/Achieve
NJ/implementation/legalrequirements.pdf

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

January ? 2024 3:00-400 p.m.

February ? , 2024 3:00-400 p.m. (Reorganization Meeting)

ALL MEETINGS TAKE PLACE AT MLK MEDIA CENTER

Thank you for volunteering your time!

Have a great school year!

We look forward to seeing you at the next meeting January __ 2024 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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Danielson_Rubric.pdf (wcupa.edu)