DEAC MEETING

District Evaluation Advisory Committee (DEAC)

February 22, 2024
Asbury Park School District

Goals

- Align Instructional Practices using Domain 3- Instruction

- *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

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;

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

In one word, tell me something you need to be present in a classroom to help you understand what is going on in the classroom and help you be a better learner?

Each of you have a section of Domain 3

1. Within your group put each category in order from Ineffective to Highly Effective (1–4).
2. Together come up with one word you use to describe the section of Domain 3 you are looking at?
3. Collectively decide how you will evaluate the elements in the Domain you were assigned.

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 3 LEARNING EXPERIENCES

3a Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student understanding.

Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade appropriate.

3b Using Questioning and Discussion Techniques

Critical Thinking and Deeper Learning: Questions and discussions require critical thinking, have multiple answers, and are used to deepen student understanding of content, themselves, and the larger world.

Reasoning and Reflection: Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.

Student Participation: Students demonstrate curiosity and engage one another through questions and dialogue, challenging each other's thinking with respect and humility.

3c Engaging Students in Learning

Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Using Assessment for Learning

Clear Standards for Success: Collaborative goals, the characteristics of high-quality work, and the criteria established as evidence of success are clear to students and those supporting them.

Monitoring Student Understanding: Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.

Timely, Constructive Feedback: High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.

Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.

Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

DOMAIN 3: INSTRUCTION

Expectations for learning	The instructional purpose of the lesson is unclear to students.	The teacher's attempt to explain the instructional purpose has only limited success.	**The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.**	The teacher links the instructional purpose of the lesson to the larger curriculum.
Directions for activities	Teacher's directions and procedures are confusing.	Teacher's directions and procedures must be clarified after initial student confusion.	**Directions and procedures are explained clearly and may be modeled.**	The directions and procedures are clear and anticipate possible student misunderstanding.
Explanations of content	The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.	The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	**The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement.**	The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
Use of oral and written language	The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	**The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.**	The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Attributes (Indicators)
Row Attributes:

Notes (Evidence)

Page Notes

DOMAIN 3: INSTRUCTION

Quality of questions	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.	**The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.**	While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.
Discussion techniques	Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning.	**The teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.**	The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.	Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
Student participation	Only a few students participate in the discussion.	**The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.**	The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Students themselves ensure that all voices are heard in the discussions.

Attributes (Indicators)
Row Attributes:

Notes (Evidence)

Page Notes

DOMAIN 3: INSTRUCTION

Activities and assignments 1	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes.	**The learning tasks and activities are partially aligned with the instructional outcomes**	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.
Grouping of students 2	The groupings of students are unsuitable to the activities; few students are intellectually engaged in the lesson.	The groupings of students are moderately suitable to the activities; some students are intellectually engaged in the lesson.	The groupings of students are suitable to the activities. most students are intellectually engaged in the lesson.	The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.
Instructional materials and resources 3	Instructional materials used are unsuitable to the lesson and/or the students.	The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking.	**Materials and resources support the learning goals and require intellectual engagement, as appropriate.**	Materials and resources are suitable to the instructional purposes and engage students mentally.Students initiate the choice,adaptation,or creation of materials to enhance their learning.
Structure and pacing 4	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	**The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."**	The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

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

DOMAIN 3: INSTRUCTION

3D

Assessment criteria 1	The teacher gives no indication of what high-quality work looks like.	**There is little evidence that the students understand how their work will be evaluated.**	The teacher makes the standards of high-quality work clear to students.	Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
Monitoring of student learning 2	The teacher makes no effort to determine whether students understand the lesson.	**The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.**	The teacher elicits evidence of student understanding.	The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
Feedback to students 3	Students receive no feedback, or feedback is global or directed to only one student.	**Feedback to students is vague and not oriented toward future improvement of work.**	Feedback includes specific and timely guidance, at least for groups of students.	High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Student selfassessment and monitoring of progress 4	The teacher does not ask students to evaluate their own or classmates' work.	**The teacher makes only minor attempts to engage students in self- or peer assessment.**	Students are invited to assess their own work and make improvements; most of them do so.	Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

DOMAIN 3: INSTRUCTION

Lesson adjustment	The teacher ignores indications of student boredom or lack of understanding; teacher brushes aside students' questions.	**The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson; The teacher's attempts to adjust the lesson are partially successful.**	The teacher incorporates students' interests and questions into the heart of the lesson. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher seizes on a teachable moment to enhance a lesson. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Response to students	The teacher conveys to students that when they have difficulty learning, it is their fault; teacher makes no attempt to adjust the lesson in response to student confusion.	**The teacher conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them.**	The teacher conveys to students that she has other approaches to try when the students experience difficulty.	The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
Persistence	In reflecting on practice, the teacher does not indicate that it is important to reach all students.	**In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.**	In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
Attributes (Indicators) Row Attributes:				
Notes (Evidence)				
Page Notes				

Handwritten annotations: 1, 2, 3 (next to rows)

Activity 2

- Each of you have a copy of Domain 3
- Decide which area of focus you will look for evidence to substantiate
- When you view the video only look for evidence that substantiates the element you are holding.
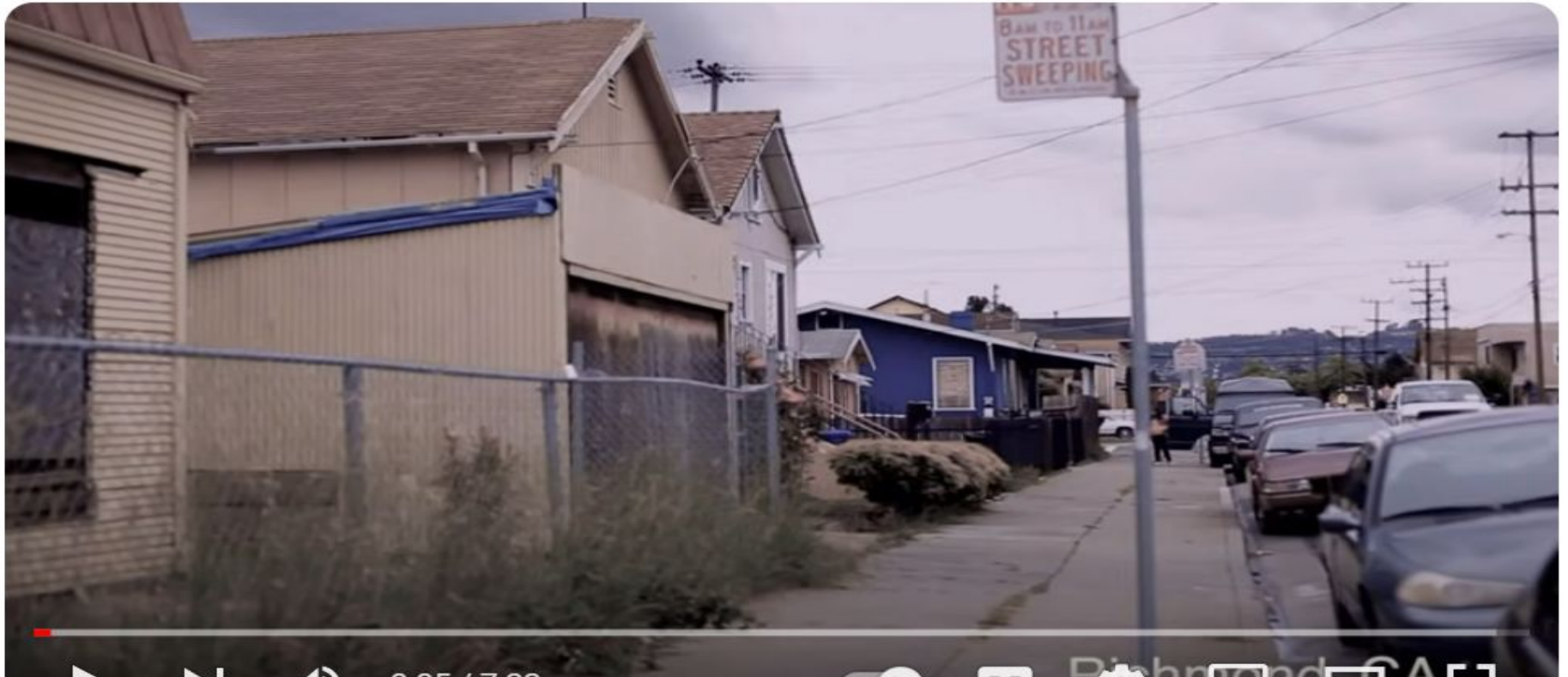- Write down a collection of evidence.

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

Raise your hand if you love to read.

Setting Expectations for Classroom- Domain 2

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

Day 1– Classroom Management

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

Day 3- Classroom Management- Instruction

Mr. Hester: This looks great.
Now I want to see inside...

0:16 / 1:33:22

REACTIONS- HOW DOES THIS RESONATE WITH YOU?

What is your understanding of a CAP?

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/[https://www.nj.gov/education/Achieve](https://www.nj.gov/education/AchieveNJ/implementation/legalrequirements.pdf)
[NJ/implementation/legalrequirements.pdf](https://www.nj.gov/education/AchieveNJ/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

March 21, 2024 3:00-400 p.m.

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 February 22, 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)