

# DEAC

# MEETING

District Evaluation Advisory Committee (DEAC)

December 15, 2022

Asbury Park School District

# Norms for Committee Meeting

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- 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

# Goals

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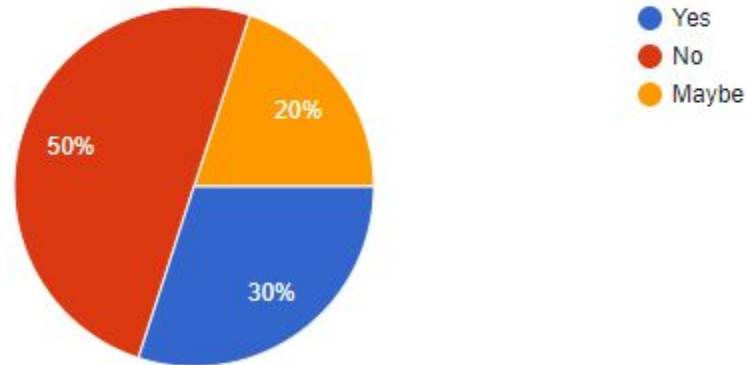
- Review DEAC Norms
- Share survey results of ESP
- Review 1st round data from each school
- Come to to conclusions about the data
- Share calendar of meetings

# Survey Results

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Do you believe we should continue to do the EST for 2022-2023?

10 responses



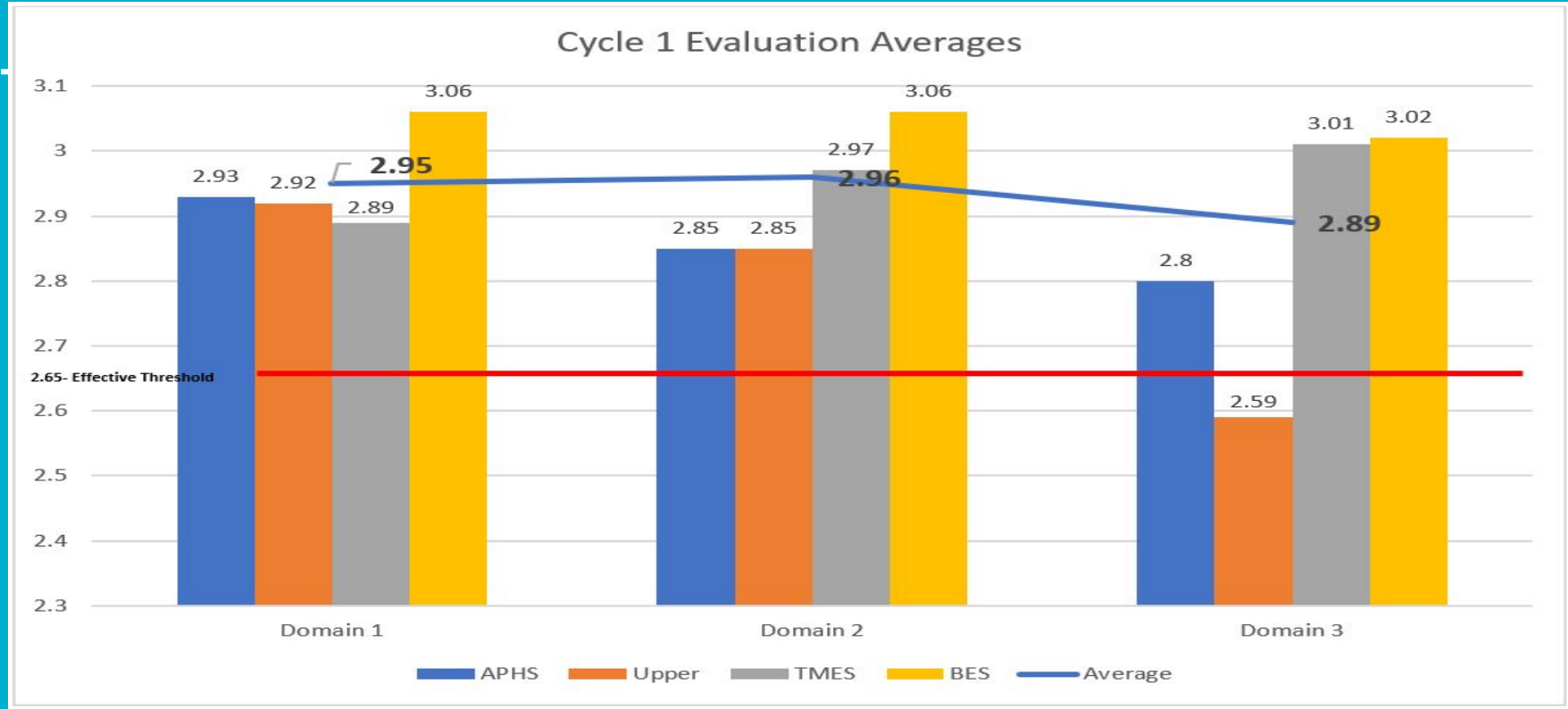
<https://docs.google.com/forms/d/1clKolTox7lxcaoSdYYy4NRkPNrEQKu6C9FeZpBN9iC4/edit#responses>

# Recommendation

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- We will discontinue the use of the EST as mandator document
- The EST will be optional for anyone who wants a document to support a plan for improvement....caveat?
- A CAP will be used for any teacher that has an ineffective or partially effective Summative rating

# Observation Data from Cycle One- Teacher Evaluation



Ineffective  
1.0-1.84

Partially Effective  
1.85-2.64

Effective  
2.65-3.49

Highly Effective  
3.5-4.0

# Group Work

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Looking at the data in your group:

What are your big noticings?

What should our areas of focus be for the future?

Agree on three next steps for the district.

Write those steps on the large paper.

## 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.

### 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.

### 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.

### 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.

### 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.

**DOMAIN 3: INSTRUCTION**

<p>38</p> <p>Expectations for learning</p> <p>1</p>	<p>The instructional purpose of the lesson is unclear to students.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success.</p>	<p><b>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning.</b></p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum .</p>
<p>Directions for activities</p> <p>2</p>	<p>Teacher's directions and procedures are confusing.</p>	<p>Teacher's directions and procedures must be clarified after initial student confusion.</p>	<p><b>Directions and procedures are explained clearly and may be modeled.</b></p>	<p>The directions and procedures are clear and anticipate possible student misunderstanding.</p>
<p>Explanations of content</p> <p>3</p>	<p>The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use.</p>	<p>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.</p>	<p><b>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.</b></p>	<p>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.</p>
<p>Use of oral and written language</p> <p>4</p>	<p>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.</p>	<p>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.</p>	<p><b>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.</b></p>	<p>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.</p>

Attributes (Indicators)

Row Attributes:

Notes (Evidence)

Page Notes

**DOMAIN 3: INSTRUCTION**

<p>1</p> <p>Quality of questions</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession.</p>	<p><b>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</b></p>	<p>While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding.</p>	<p>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.</p>
<p>2</p> <p>Discussion techniques</p>	<p>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.</p>	<p><b>The teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved.</b></p>	<p>The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</p>	<p>Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.</p>
<p>3</p> <p>Student participation</p>	<p>Only a few students participate in the discussion.</p>	<p><b>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.</b></p>	<p>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.</p>	<p>Students themselves ensure that all voices are heard in the discussions.</p>

Attributes (Indicators)  
Row Attributes:

Notes (Evidence)

Page Notes



3C

DOMAIN 3: INSTRUCTION

<p>Activities and assignments</p> <p>1</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes.</p>	<p><b>The learning tasks and activities are partially aligned with the instructional outcomes</b></p>	<p>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.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students.</p>
<p>Grouping of students</p> <p>2</p>	<p>The groupings of students are unsuitable to the activities; few students are intellectually engaged in the lesson.</p>	<p>The groupings of students are moderately suitable to the activities; some students are intellectually engaged in the lesson.</p>	<p>The groupings of students are suitable to the activities, most students are intellectually engaged in the lesson.</p>	<p>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.</p>
<p>Instructional materials and resources</p> <p>3</p>	<p>Instructional materials used are unsuitable to the lesson and/or the students.</p>	<p>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.</p>	<p><b>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</b></p>	<p>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.</p>
<p>Structure and pacing</p> <p>4</p>	<p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p><b>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."</b></p>	<p>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.</p>	<p>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.</p>
<p>Attributes (Indicators) Row Attributes:</p>				
<p>Notes (Evidence)</p>				
<p>Page Notes</p>				

3D DOMAIN 3: INSTRUCTION

1 Assessment criteria	The teacher gives no indication of what high-quality work looks like.	<b>There is little evidence that the students understand how their work will be evaluated.</b>	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.
2 Monitoring of student learning	The teacher makes no effort to determine whether students understand the lesson.	<b>The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.</b>	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.
3 Feedback to students	Students receive no feedback, or feedback is global or directed to only one student.	<b>Feedback to students is vague and not oriented toward future improvement of work.</b>	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.
4 Student selfassessment and monitoring of progress	The teacher does not ask students to evaluate their own or classmates' work.	<b>The teacher makes only minor attempts to engage students in self- or peer assessment.</b>	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

3E  
DOMAIN 3: INSTRUCTION

Lesson adjustment 1	The teacher ignores indications of student boredom or lack of understanding; teacher brushes aside students' questions.	<b>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.</b>	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 2	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.	<b>The teacher conveys to students a level of responsibility for their learning but also his/her uncertainty about how to assist them.</b>	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 3	In reflecting on practice, the teacher does not indicate that it is important to reach all students.	<b>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.</b>	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

# Next Steps as a District

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- Each school should review its own data as a SCIP Team
- SCIP teams should work to develop year long PD to address areas of weakness identified in each building.
- The district should also develop year long PD that is focused on identified areas of weakness.
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# Observation Requirements

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<https://www.state.nj.us/education/AchieveNJ/implementation/legalrequirements.pdf>



# Questions

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# Meeting Dates

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September 22, 2022 2:45 p.m.

October 20, 2022 3:00 p.m.

November 17, 2022 3:00 p.m.

December 15, 2022 2:45 p.m

January 19, 2023 2:45 p.m

**— Thank you for volunteering your time!**

**We look forward to seeing you at the next  
meeting January 19, 2022 at 3:00 p.m.  
Bradley School**

# References

[AchieveNJ: Teach. Lead. Grow. chap10.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>  
<https://www.state.nj.us/education/AchieveNJ/implementation/legalrequirements.pdf>

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