



Union County Educational Services Commission

ACHIEVENJ ANNUAL UPDATE 2022-23 SCHOOL YEAR FALL, 2022

Workshop Objectives

1. AchieveNJ Overview
2. District Evaluation Plan 2022-23
3. Student Growth Objectives
4. Professional Development Plans
5. ScIP & DEAC
6. Evaluation Manual and Resources



Effective Teachers and Administrators Make a Significant Difference



Principal and Teacher Effectiveness
are the two most important
school-related factors that
drive student achievement

AchieveNJ Overview

AchieveNJ is an educator evaluation and support system that was adopted for statewide implementation in 2013-2014.

- 1. Educator effectiveness can and should be measured to ensure our students have the best teachers in the classroom.**
- 2. Evaluations should always be based on multiple measures that include both learning outcomes and effective practice.**
- 3. Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve.**
- 4. Evaluation and support systems should be developed with significant input from educators.**
- 5. Tenure and other forms of recognition should be based on effectiveness.**

UCESC Board-Approved Evaluation Tools

Certified Staff

Danielson Framework for Teaching (2013)

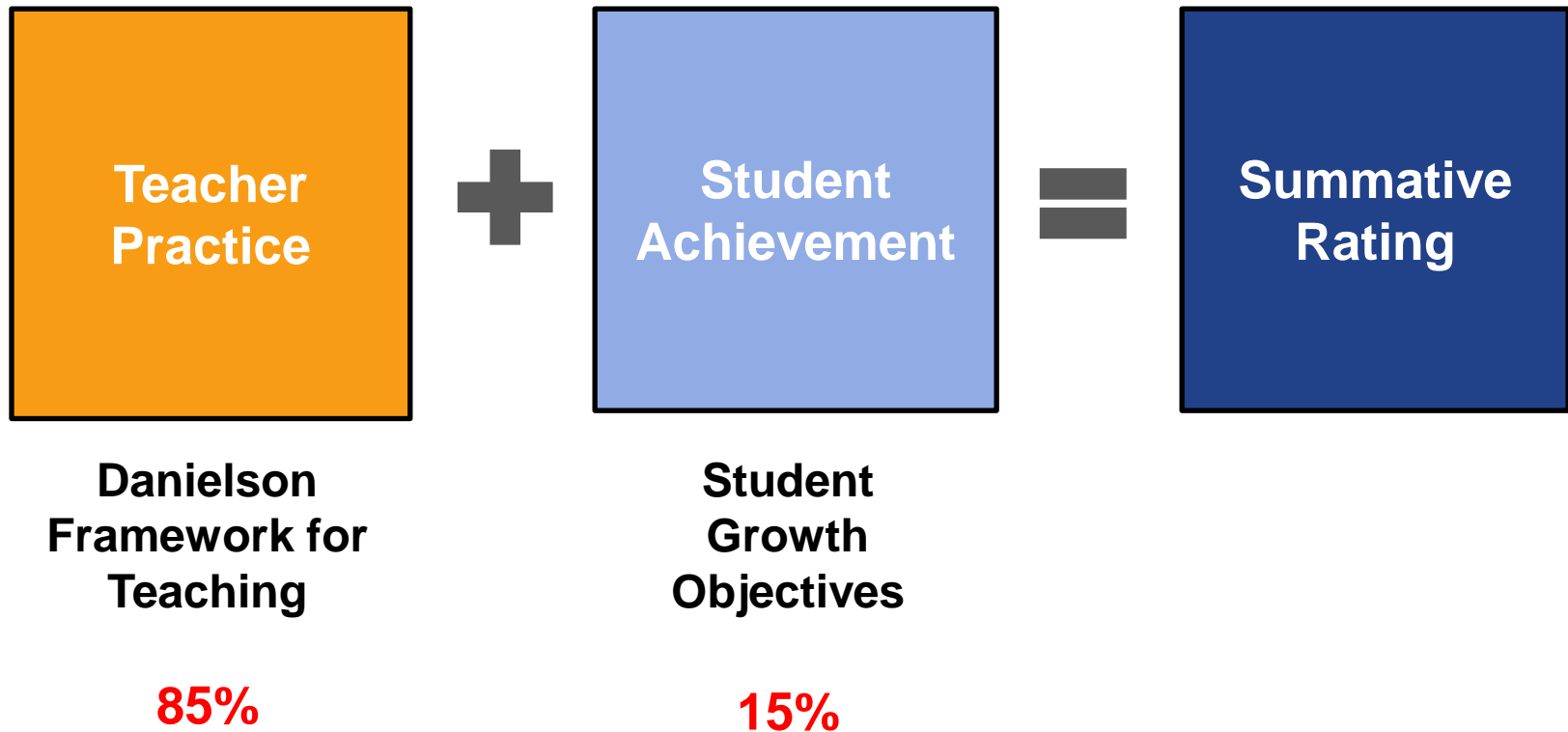
Administrative Staff

NJ Principal Evaluation for Professional Learning

Paraprofessional Staff

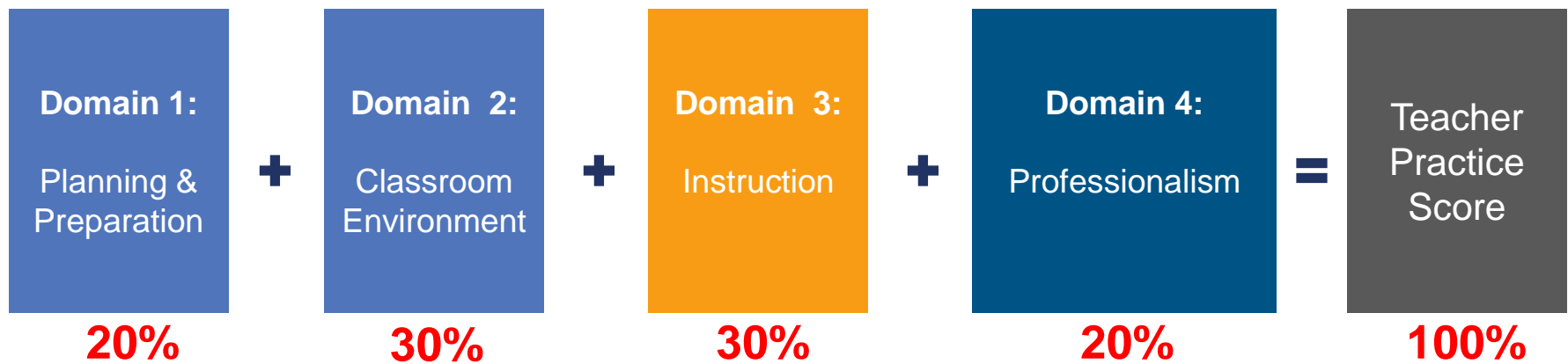
Locally-Developed Performance Rubric

Evaluations should always be based on multiple measures that include both learning outcomes and effective practice.



Evaluations should always be based on multiple measures that include both learning outcomes and effective practice.

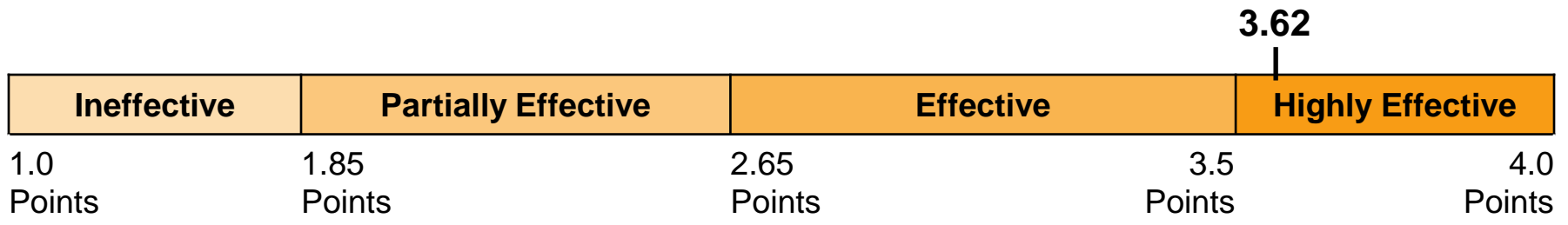
Charlotte Danielson Framework for Teaching (2013)



Teacher Evaluation: Summative Rating

Example 1: *Highly Effective Teacher*

Component	Raw Score	Weight	Weighted Score
Teacher Practice	3.60	0.85	3.06
Student Growth Objectives	3.75	0.15	0.56
Sum of the Weighted Scores			3.62



UCESC Teaching Staff Evaluation Plan

Teacher Status	Minimum Observations	Observation Format	Pre-Observation Conference	Post-Observation Conference
Non-Tenured	3 x 20 minutes	1 x Announced 2 x Unannounced	1 x Face-to-Face (Observation # 1)	3 x Face-to-Face
Tenured	2 x 20 minutes	1 x Announced 1 x Unannounced	1 x Face-To-Face (Observation # 1)	1 x Face-to-Face 1 x Electronic**

****Post-Observation Conferences are required when two or more components are scored partially-effective or ineffective OR upon teacher/administrator request.**

Multiple Observers are required for all non-tenured teachers.

All administrators must be trained on the instrument before evaluating educators and must participate in at least two “co-observations” throughout the year.

Student Growth Objectives are..

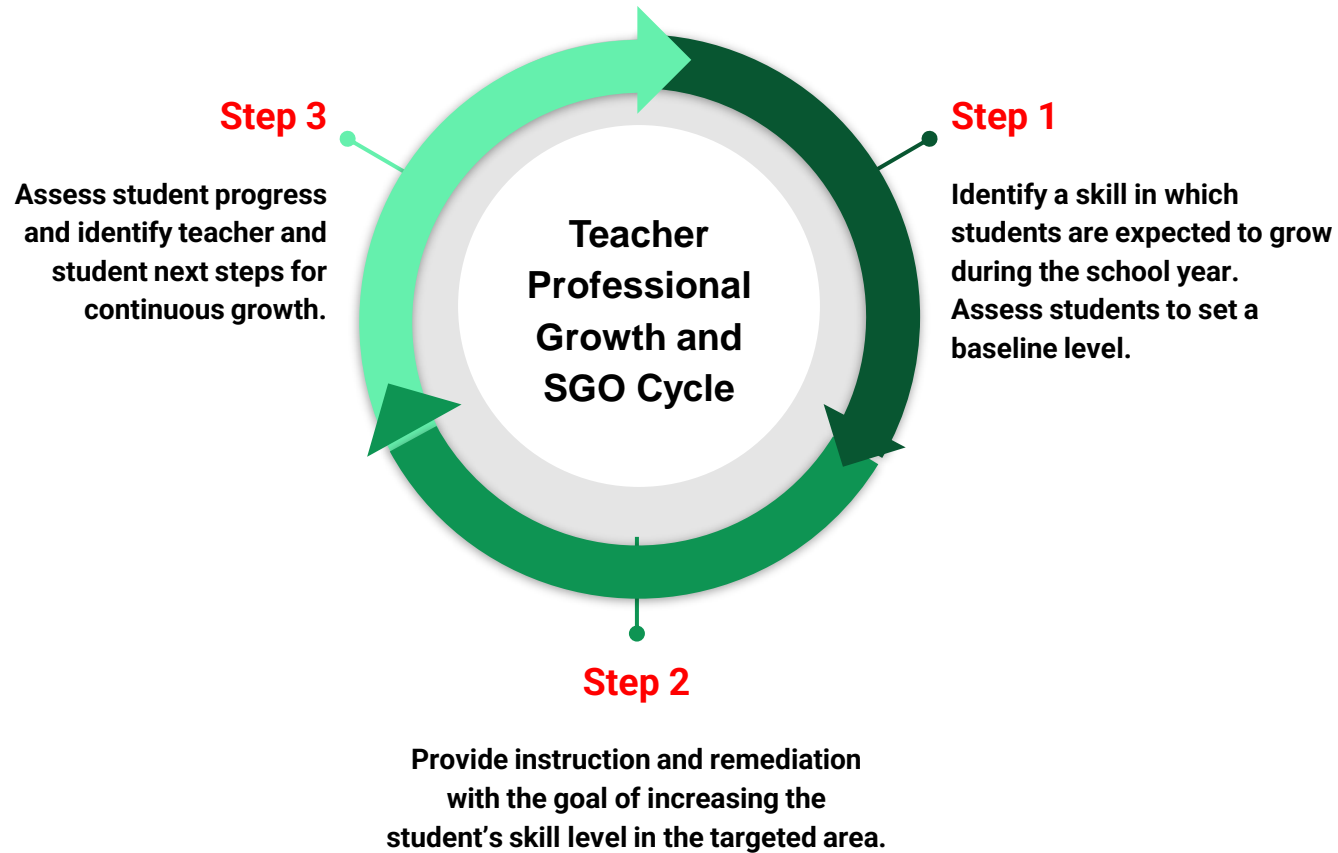
Collaborative Throughout the Process

1. Teacher Driven
2. Administrator Supported
3. Student-Centered



All students can show growth.

Student Growth Objective Cycle



SGO Development Process

Be sure to reference and utilize the Student Growth Objective Guide as you develop your SGOs.

1. Identify SGO skills.
2. Design and administer baseline assessments (multiple trials recommended)
3. Set an **ambitious yet achievable** growth goal for each individual student based on their assessment results.
4. Track the student's progress and (when possible) have the student track their progress on a student growth tracker. Refine instruction accordingly.
5. Meet with your supervisor mid-cycle to assess your progress and make any necessary modifications to your goal and/or instructional strategies.
6. Score SGO and meet with your supervisor to review results and discuss the next steps.

District SGO

Student Growth Objective					
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.					
By <u>February</u> , 2021, the staff member will conduct at least one formative assessment per week in their virtual classroom as indicated on the Formative Assessment Tracker.					
Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group		Target Score on SGO Assessment		
1			15 formative assessments		
Scoring Plan					
State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.					
Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	15 formative assessment	13+ formative assessments	10-13 formative assessment	7-9 formative assessments	0-6 formative assessments

SGO Timeline



SGO Approvals

Week of October 28

Mid-Point Review

Week of January 2

Final SGO Data to Administration

Week of March 20

Timely feedback and high-quality professional development, tied to evaluations, are essential to help educators improve.

Professional Development Plans

- All full-time teaching staff must complete at least twenty hours of annual professional development and the content of which must be specified in an individual professional development plan (PDP).
- PDPs shall be developed by each teacher's supervisor in consultation with the teaching staff member.
- AchieveNJ regulations require that all individual PDPs must incorporate goals related to:
 - One area derived from the results of observations and evidence in the teacher's annual performance evaluation.
 - Additional areas, as appropriate, aligned to (a) the teacher's role as a member of a collaborative professional learning team and (b) any school or district improvement goals.
 - Any PD requirements stipulated elsewhere in statute or regulation.
- **Professional Development Plans for certified staff must be approved by the administration by October 28, 2022.**

2022-23 District Professional Development Goals

Maintain safe, nurturing, and engaging learning environments for students and staff through continued integration of Positive Behavioral Interventions & Supports and Social Emotional Learning Programs.

Meet the ever-evolving needs of sending districts, students, and staff by acquiring the knowledge and skills necessary to engage in a strategic planning process that leads to substantive and transformational growth.

Promote the continuous growth of district staff and ensure compliance with state-mandated professional development requirements through job-embedded, collaborative PLCs.

Tenure and other forms of recognition should be based on effectiveness.

Teacher Tenure Acquisition Timeline

Tenure
Granted



Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none">• Participate in district mentoring and/or provisional teacher program• Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition	<ul style="list-style-type: none">• To earn tenure, a teacher must receive a summative rating of “effective” or “highly effective rating” in at least two of these three years• The teacher must be employed in the district for four years		

Evaluation systems should be developed significant input from educators.

School Improvement Panels (SciPs)

Building-based committees formed to provide leadership in the areas of:

1. Professional Development
2. Mentoring
3. Teacher Evaluation

District Evaluation Advisory Committee (DEAC)

Diverse group of stakeholders to advise district on implementation of AchieveNJ:

1. Coordinate efforts to plan and implement educator evaluation;
2. Maintain open lines of communication and provide a consistent message about evaluation throughout the district;
3. Provide an integrated vision connecting multiple initiatives that districts are implementing; and
4. Provide a coherent professional development plan for the district based on evaluation data.

DEAC and ScIP Members 2022 - 22

Union County Educational Services Commission
District Evaluation Advisory Committee (DEAC)/School Improvement Panels (ScIPs)
2022 – 2023

School/Program	Principal/ Director	Supervisor	Teacher	Specialist
Crossroads School	Matthew Fernandez	Danielle Cicalese	Natalia Amador Allison Gebler	Dina Brigandi Marianny Amezcua Hope Weinstein
Hillcrest Academy North Campus	John Marquet	Tom Van Cleef	Jessica Machado Jessica Lederman	X
Hillcrest Academy South Campus	Jason Balsamello	Tom Van Cleef	Chris Barone Kim Wrzesinski	X
Lamberts Mill Academy	Reed Leibfried	John Lopreiato	Gene Bell	X
Nonpublic Services	Paul Palozzola	Kristin Russell	Pat Cero Tracy Monari	X
Transition Services	Josh Bornstein	N/A	Mary Ann Cahill Sharlene McQuade Jourdan Spencer	X
Westlake School	Claudine Tantillo	Robert Peneno	Caryn Gewirtzman Lauren Fernandez Jeff Shanfield	X

UCESC Evaluation Timelines 2020 - 21

2022-23 EVALUATION SCHEDULE TEACHING STAFF			
Component	Tenure Status	Completion** Date	Submission Date (HR Office)
Student Growth Objectives			
SGO Conferences	T & NT	Week of October 21	
Approval by Principal	T & NT	October 28	
SGO Implementation	T & NT	October 31 – March 17	
Mid-Point Review	T & NT	Week of January 2	
Evaluation & Scoring	T & NT	Week of March 20	
Professional Development & Corrective Action Plans – 2022 – 2023			
PDP	T & NT	October 28	N/A
Observations			
First Observation	T & NT	November 23	November 30
Second Observation	T & NT	January 13	January 20
Third Observation	T, NT & CAP	April 6	April 18
Fourth Observation	CAP (NT)	April 6	April 18
Annual Summative Evaluations			
Attendance Cutoff	T & NT	April 1	
Self-Reflection Forms	T & NT	April 6	
PD Logs & Artifacts	T & NT	April 6	
Summative Evaluation	Non-Tenured	April 21	April 28
	Paraprofessionals	April 21	April 28
	Tenured	May 19	May 26
	Custodians & Secretaries	June 9	June 16
Professional Development & Corrective Action Plans – 2023 - 2024			
PDP	T & NT	September 29, 2023	
CAP	T & NT	May 26	June 2

Staff Evaluation Manual and Resources

UCESC Staff Evaluation Manual, Forms and Resources are available for download at:

http://ucesc.org/for_staff/StaffEvaluation

- Teaching Staff Evaluation Manual 2022-23
- Danielson Framework for Teaching Rubrics
- Student Growth Objective Resources
- Frontline Professional Growth (OASYS) Directions