



# ACHIEVENJ 2016-17 AND BEYOND

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2016



# ACHIEVENJ FOR LEADERS

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2016

# Agenda

Overview of Regulatory Changes

Introduction to Implementation Quality Toolkit

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Legal and Regulatory Reminders

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# Changes to Address Challenges\*

Challenge	Change
1. <b>Balancing time</b> between paperwork and working directly with teachers	Observation requirements are <b>simplified</b>
2. <b>Prescriptive evaluation</b> of Highly Effective teachers	<b>Flexibility</b> for evaluating Highly Effective teachers
3. <b>Misaligned</b> and <b>tight</b> deadlines	PDP, CAP, and SGO deadlines are <b>aligned</b>
4. Developing <b>high quality</b> SGOs	Administrator training /district policy requirements for SGOs are <b>aligned</b>
5. <b>Complicated/restrictive</b> principal evaluation	Principal evaluation is more <b>flexible</b>

\* All changes discussed in this presentation were approved at proposal level by the State Board of Education on July 13, 2016 and are pending final adoption.

# Change 1

## Observation requirements are simplified

### Current

Teacher Status	Minimum Observations
Non-tenured (1-2 yrs)	2 x 40 min 1 x 20 min
Non-tenured (3-4 yrs)	1 x 40 min 2 x 20 min
Tenured	3 x 20 min
Corrective Action Plan	Plus One

### New

Teacher Status	Minimum Observations (at least 20 minutes each)
Non-tenured	3
Tenured	2
Corrective Action Plan	Plus One

At least one face-to-face post-observation conference is required for tenured teachers (All are face-to-face with non-tenured/CAP teachers)

### Benefits

- Administrators will save an average of at least **35 hours**<sup>2</sup> a year through this differentiated approach and will have the flexibility to spend more time;
  - working with **novice teachers** and others who need **extra support**;
  - engaging in **collaborative** team work; and,
  - having more **targeted professional dialog**.

1. Districts always have the option to exceed these minimum requirements, particularly in cases where their systems are working well already.

2. Based on time survey of 341 administrators in Fall 2015.

# Change 2

## Flexibility for evaluating Highly Effective teachers

- Successful year-long **pilot** with 18 districts informs this change
- **Highly Effective** teachers may have one observation based on a **portfolio of practice** chosen from a Commissioner-approved list including:
  - Reflective educator practice (videos, student surveys, etc.)
  - Work with student teachers
  - National Board Certification process
- **Optional approach** must be agreed to by both teachers and administrators

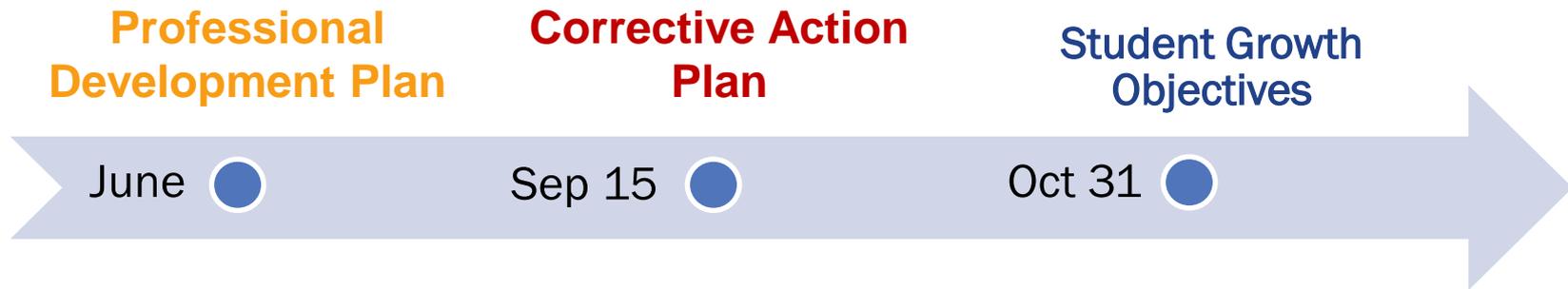
### Benefits

- Increased **flexibility** provides more room to **innovate** and **differentiate** evaluations for teachers at varying points in their practice.
- Encourages teachers to take a more active role in their evaluations and develop their practice to even **higher levels**.

# Change 3

## PDP, CAP and SGO deadlines are aligned

Current  
New



### Benefits

- Teachers gain extra time and information to finalize **high quality** professional goals for themselves.
- There is increased **flexibility** for goal-setting conferences to occur.
- Professional goals and student goals may now be due on one date, **simplifying** schedules.

Districts may choose to set goals before this date if that is their preference.

# Change 4

## Training /district policy requirements for SGOs are aligned

- All administrators receive training on **all components** of the evaluation rubric prior to conducting evaluations, including on the **SGO process**.
- Districts **develop policies** and procedures describing the process of developing and scoring SGOs.

### Benefits

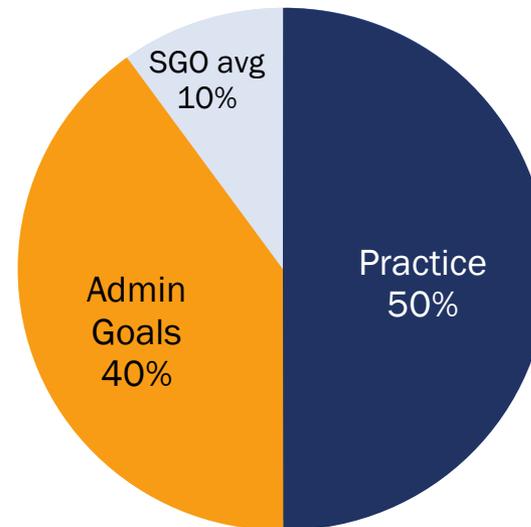
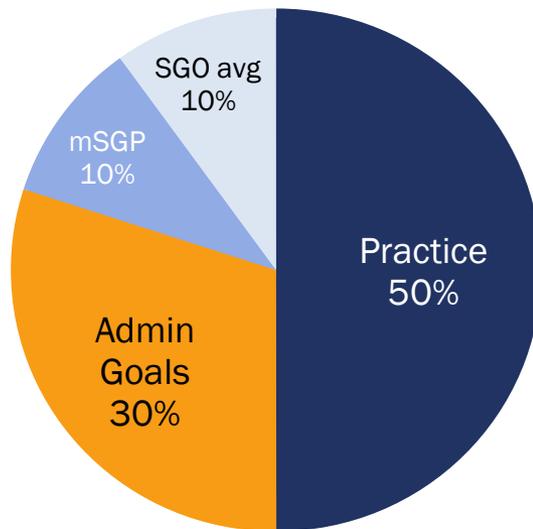
- **All educators** better understand **each component** of the evaluation rubric prior to the start of the evaluation cycle.
- Coupled with more **flexibility** offered in the observation process, increased focus on the SGO process will help increase the **quality** of goals set and support given to teachers.

# Change 5

## Principal evaluation is more flexible

New  
Current

Evaluation Leadership Rubric component is **optional**



### Benefits

- Making the Evaluation Leadership Rubric **optional** provides increased **flexibility** to help districts improve **quality** of principal evaluation.

# Agenda

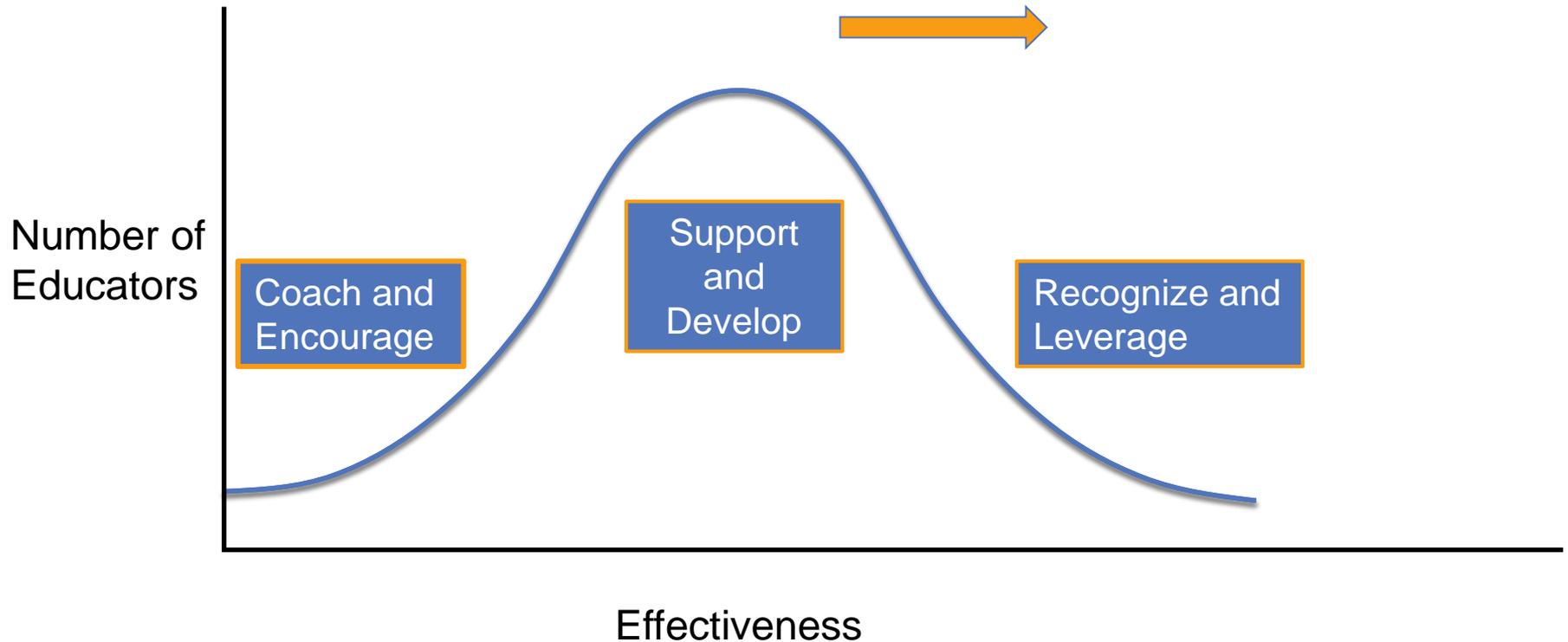
Overview of Regulatory Changes

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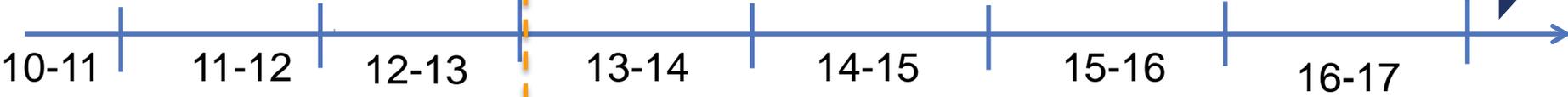
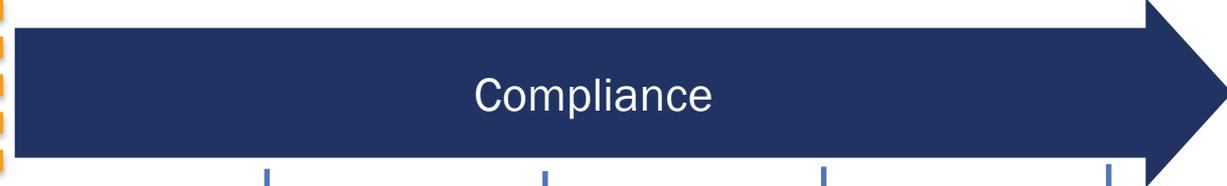
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# AchieveNJ: a Tool for Improving Effectiveness



# Educator Evaluation and Support System

TEACHNJ Act



Educator Effectiveness Task Force Report

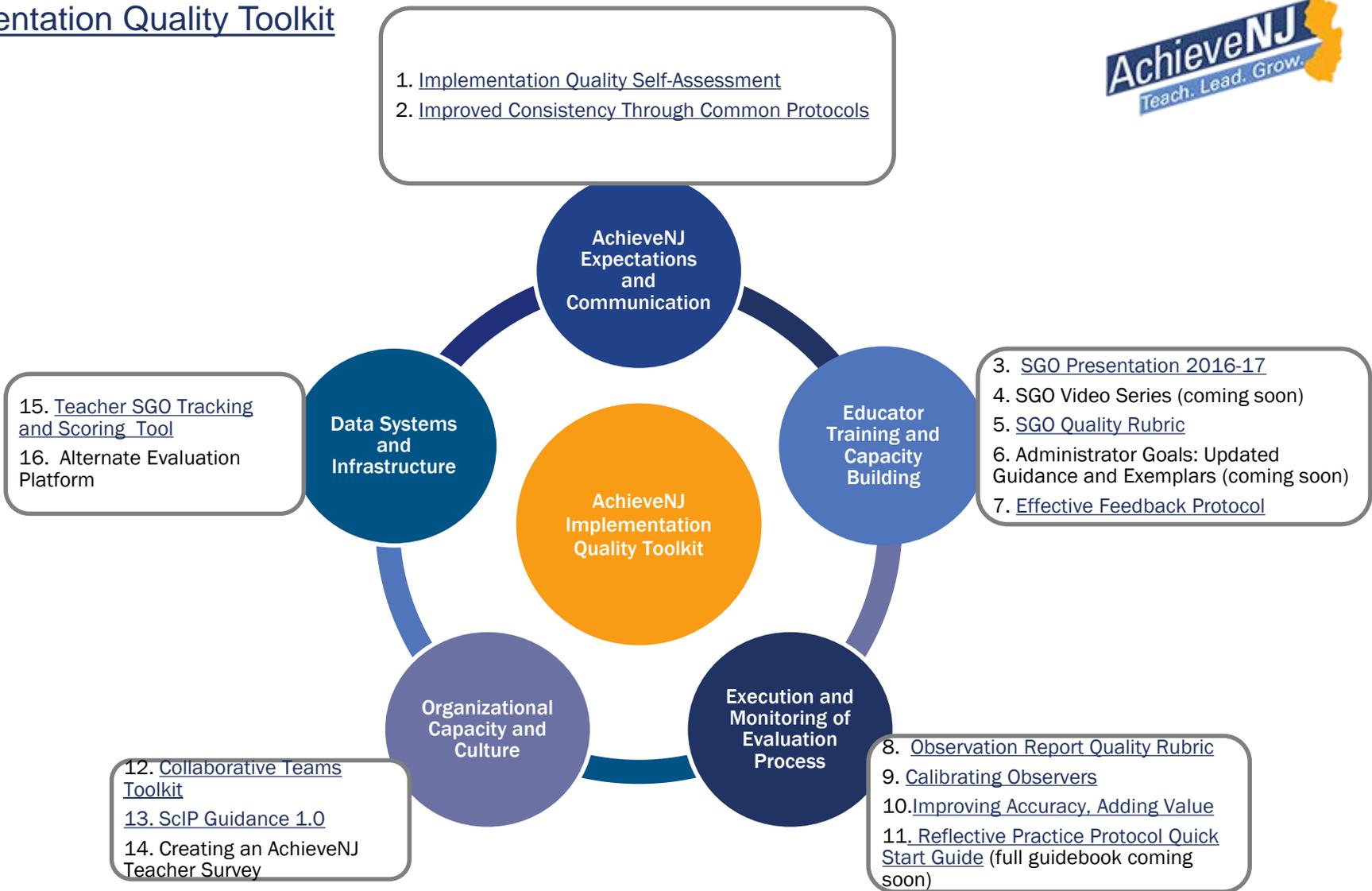
Evaluation Pilots

Evaluation Pilot Advisory Committee

AchieveNJ Advisory Committee







# Agenda

Overview of Proposed Regulatory Changes

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Introduction to Implementation Quality Toolkit

Legal and Regulatory Reminders

# Tenure Under TEACHNJ Based on Demonstrated Effectiveness

## Teacher Tenure Acquisition Timeline

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

 **Tenure Granted**

## Principal/AP/VP Tenure Acquisition Timeline

Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>Receive evaluation, but summative rating does <u>not</u> count towards tenure acquisition</li> </ul>	<ul style="list-style-type: none"> <li>To earn tenure, a Principal, AP or VP must receive an “effective” or “highly effective rating” in both of these two years</li> </ul>		<ul style="list-style-type: none"> <li>The Principal, AP or VP must also be employed in the district for four years</li> </ul>

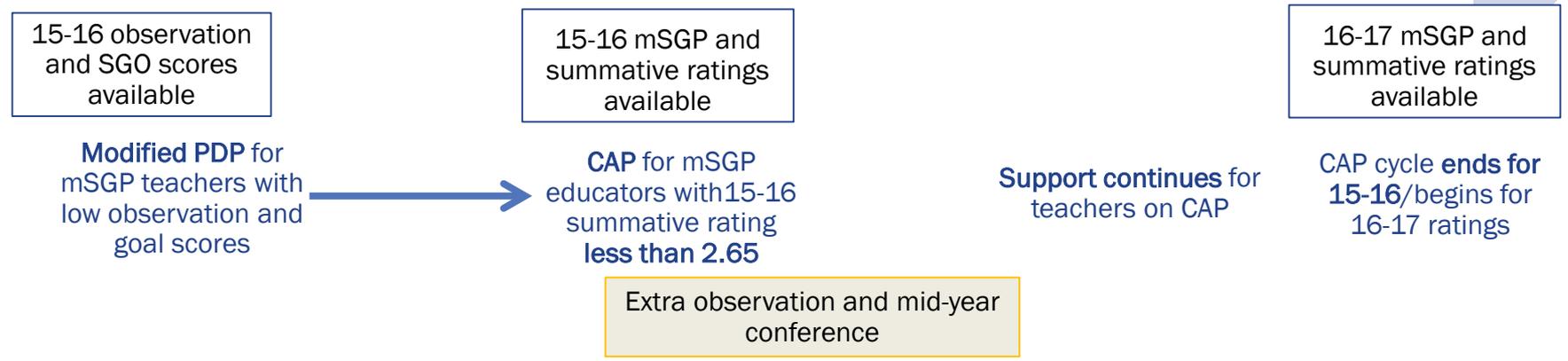
 **Tenure Granted**

# Corrective Action Plan (CAP)

- A CAP is legally required for anyone scoring below 2.65 on their evaluation
  - Replaces PDP
  - Addresses areas in need of improvement identified in the **educator evaluation rubric**
  - Includes specific, **demonstrable goals** and **timelines** for improvement
  - Created **collaboratively** and in place by **October 31<sup>st</sup>** (*new deadline*)
  - **Teacher observations may not occur** between receipt of summative score and implementation of CAP
  - Requires **multiple observers**, **one additional observation**, a **status review** during each post-observation conference and a **mid-year conference**
  - For **mSGP teachers** with low observation and goal ratings, use a **modified PDP**, not a CAP, to provide support prior to receipt of mSGP scores

# Timeline for Corrective Action Plan (CAP)

## TEACHERS NOT RECEIVING mSGP SCORE



## TEACHERS RECEIVING mSGP SCORE

\*October 31 is the deadline for a CAP for educators with a summative rating. Districts may choose to implement CAPs before this date. No observations may take place prior to the CAP being put in place.

# Revocation of Tenure

Year A Rating	Year B Rating*	Action
Ineffective	Ineffective	The superintendent <b>shall</b> file a charge of inefficiency
Partially Effective	Ineffective	
Ineffective	Partially Effective	The superintendent <b>may file</b> a charge of inefficiency <b>or may defer</b> the filing until the next year. The superintendent <b>shall</b> file a charge of inefficiency if the third consecutive annual rating is ineffective or partially effective
Partially Effective	Partially Effective	

\* A and B must be consecutive years.

# Evaluation of Other Certificated Staff Not Including Teachers, Principals, APs/VPs

- **Requirements**
  - Three observations for non-tenured staff
  - Four rating categories: Highly Effective, Effective, Partially Effective, Ineffective
  - Individualized **PDPs**
  - **CAPs** for teaching staff members rated Partially Effective or Ineffective
  - **Four-year timeline to tenure**; arbitration process for tenure revocation
- **Recommendations**
  - Use observation protocols and growth measures **consistent with teachers and principals**
  - See this [webpage](#) for more details

# Useful Resources

- **TEACHNJ and Tenure**
  - [Summary of Legal Requirements](#)
  - [TEACHNJ Guide](#)
- **Corrective Action Plan**
  - [PDP and CAPs overview](#)
  - [CAPs for 2015-16](#)
- **Other Certificated Staff**
  - [Evaluation for Directors & Supervisors](#)
  - [Evaluation for Educational Services Staff, Counselors, and Other Specialists](#)
  - [SGO Exemplars](#)



# REFLECTIVE PRACTICE PROTOCOL

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2016

# Changes to Address Challenges\*

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1. <b>Balancing time</b> between paperwork and working directly with teachers	Observation requirements are <b>simplified</b>
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## Change 2

### Flexibility for evaluating Highly Effective teachers

- **Highly Effective** teachers may have one observation based on a **portfolio of practice** chosen from a Commissioner-approved list
- **Optional approach** must be agreed to by both teachers and administrators

#### Three Options

- Reflective Practice Protocol
- Work with student teachers
- National Board Certification process

# Benefits of Choosing this Option for Highly Effective Teachers

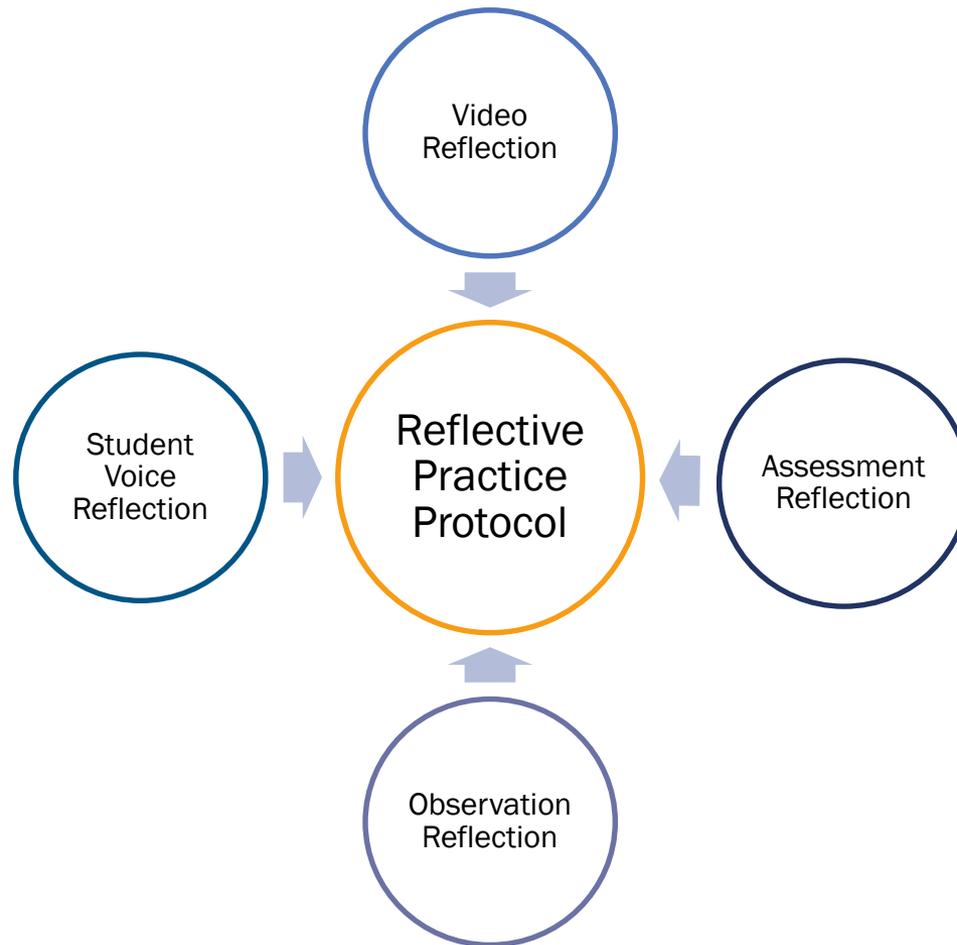
- Increased **flexibility** provides more room to **innovate** and **differentiate** evaluations for teachers at varying points in their practice.
- Encourages teachers to take a more active role in their evaluations and develop their practice to even **higher levels**.

Pilot Participants	Of the Pilot Evaluation System Teachers Say*
93%	They feel <b>more ownership</b> in improving their teaching
91%	Their teaching is being <b>accurately evaluated</b>
91%	The pilot system has helped them pinpoint specific things to <b>improve instruction</b> .
92%	In the long run, <b>students will benefit</b> from this method of evaluation.

\*Survey of 168 educators from 16 pilot districts, March 2016

# Reflective Practice Protocol

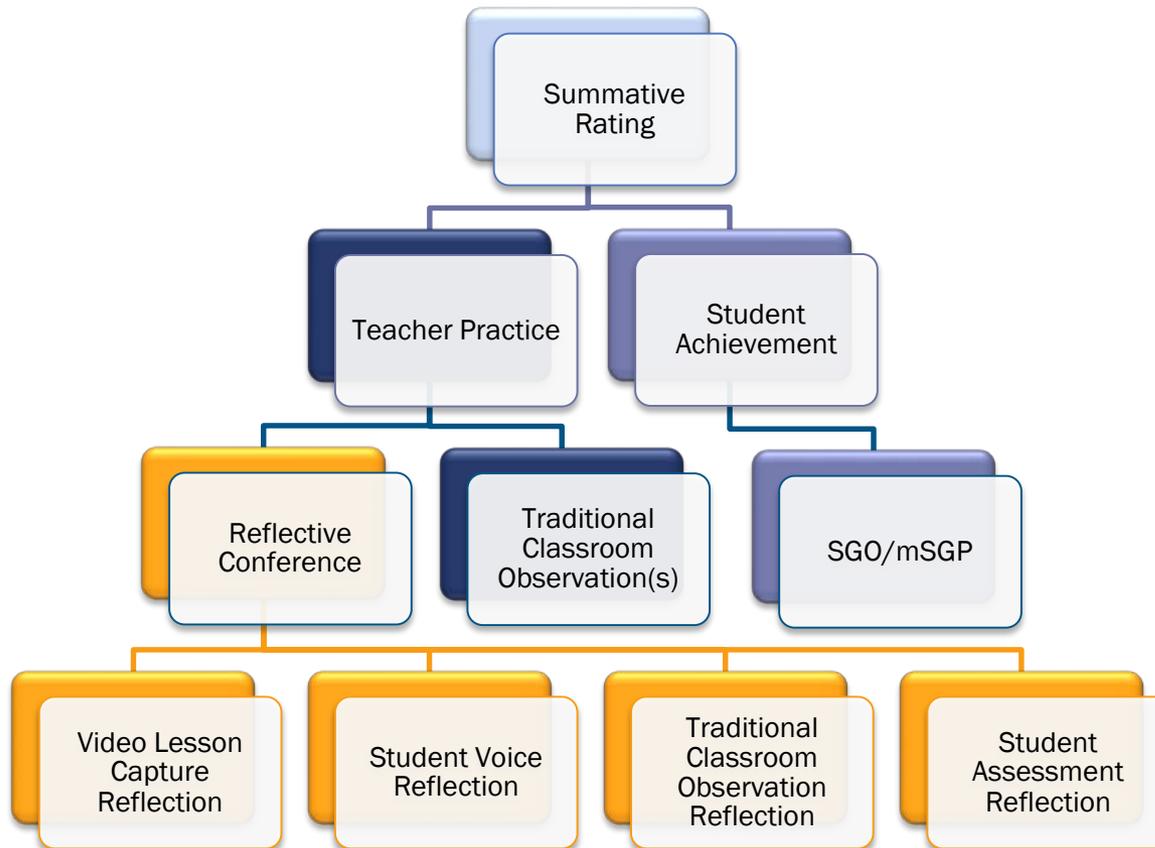
## An Option for Highly Effective Teachers



# Parameters of Reflective Practice Protocol

- **Option for tenured teachers** rated “Highly Effective” on their most recent evaluation
- Protocol including **conference with supervisor** replaces one traditional classroom observation
- Protocol must be used to **inform summative evaluation** score
- Use of protocol based on **agreement** between teacher and supervisor
- Protocol has both **required** and **optional** components

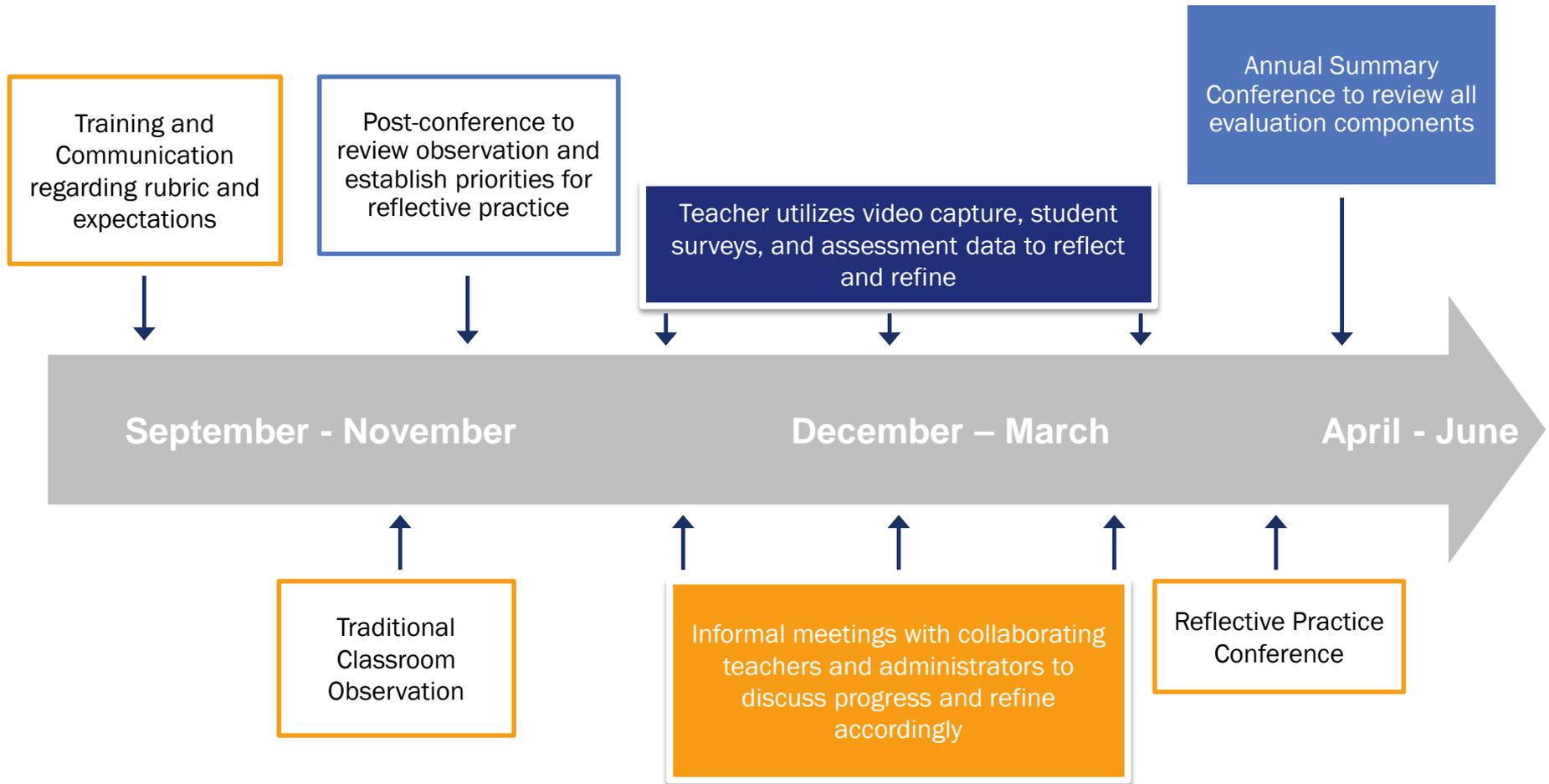
# Reflective Practice Protocol



# Required Components

- **Video Capture**– reflection based on video capture of a lesson or segments of lessons
- **Student Voice**– reflection based on feedback from students either through student survey or focus group
- **Student Performance**– reflection based on student progress toward academic goals
- **Traditional Observation**– reflection based on information gleaned from an evaluator-conducted classroom observation

# Sample Implementation Timeline\*



\*Districts can choose to re-order the traditional observation and reflective conference.

# District Implementation Options

- Districts should be thoughtful and proactive in making **key decisions** for successful implementation concerning the following topics:
  - Video Capture – frequency, focus, ownership, use, privacy
  - Student Feedback – type, timing
  - Scoring
  - Training and Support
- Implementation Guide outlines options

# Implementation Guide

## Video Capture - Frequency

Option	Description	Benefits
1	<ul style="list-style-type: none"> <li>• Educators recorded themselves 2 times in order to compare before and after reflection.</li> <li>• Each video was approximately 20 minutes in length and focuses on pre-determined instructional strategies.</li> <li>• The teachers did have practice videos before the planned first recording in order to acclimate themselves to the technology and seeing themselves on camera .</li> </ul>	<ul style="list-style-type: none"> <li>• This option works well if district technology is being utilized and there are limited resources.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Educators recorded themselves 2 times at the beginning and end of a unit of study for full class periods.</li> <li>• They focused the reflection on instructional strategies and student performance.</li> <li>• Because the video was "unit-based", it made a seamless transition when reflecting on student performance in the reflective conference.</li> <li>• As in District 1, educators had opportunity to practice before the official lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• This option works well when connecting the recording to a specific instructional unit</li> </ul>
3	<ul style="list-style-type: none"> <li>• Educators recorded themselves frequently throughout the unit</li> <li>• The videos had an instructional focus on key strategies</li> <li>• Videos would often be short clips of 10-15 minutes.</li> <li>• When preparing for reflective conference, educators would have more time in order to better reflect on their growth in using strategies</li> <li>• Reaction to the strategies when paired with student success</li> <li>• There was far less "practice" in this district as teachers were reflecting on both works in progress and valuable toward growth.</li> </ul>	

The Implementation Guide presents multiple options to guide local decision-making

# Other Options for Highly Effective Teachers

- Differentiated protocols being developed for educators who take on a clinical intern (student teacher) or who are engaged in the National Board Certification process
- District-developed options
  - The process for seeking additional flexibility can be found at <http://www.nj.gov/education/AchieveNJ/implementation/resources.shtml>

# Appendix

## Video Captured Lessons

- Use teacher practice rubric to analyze performance
- Reflect on performance and effectiveness of adjustments

## Formative and Summative Assessments

- Use student assessment data to highlight progress toward academic goals
- Hypothesize causes for student success and strategies for addressing areas of need

## Student Surveys

- Highlight areas of strength and need based on student insights
- Provide a hypothesis for areas of strength and strategies for addressing areas of need

## Culminating Actions

- Teacher and Administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs
- A plan is developed for the teacher to monitor progress and discuss at the next reflective check-in, post-conference, or summative conference

## Walkthrough Data

- Integrate school/district or specific classroom walkthrough data
- Support a conversation that addresses building and/or district pedagogical needs
- Promote sharing best practices to support others

## Traditional Classroom Observations

- Connect Administrator-conducted observation to their own reflections of practice
- Focus on progress made in key areas of strength and needed focus

# Reflective Practice Protocol Rubric

	Exemplary	Adequate	Approaching	Needs Further Examination
Video Capture Lessons	Teacher provides thoughtful information concerning pedagogical strengths and areas of focus according to the teacher practice instrument. S/he recognizes the changes made in instruction and highlights the impact of those changes, along with any further adjustments needed.	Teacher provides thoughtful information concerning pedagogical areas of strengths and areas of need according to the teacher practice instrument. S/he highlights some changes in instruction but should monitor the impact more.	Teacher provides basic insights concerning pedagogical areas of strength and needed focus according to the teacher practice instrument. Further work should be done connecting observation to change in practice and impact.	Teacher provides basic information concerning video capture observations but hasn't connected those observations to instructional change, or to the teacher practice instrument.
Formative and Summative Assessments	Teacher provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher provides insights on student progress toward academic goals while hypothesizing causes for student success, but does not outline strategies for areas of need.	Teacher provides insights on student progress toward academic goals but does not hypothesize causes for student success.	Teacher provides a list of student grades with no connection to academic goals.
Classroom Observations	Teacher connects insights from the classroom observation to their observations of practice with a focus on how progress has been made in key areas of strength and weakness.	Teacher connects insights from the administrator-conducted observation to observations of practice with a focus on how progress has been made in areas of focus.	Teacher connects insights from the administrator-conducted observation to observations, but lacks delineation between areas of strengths and weakness.	Teacher doesn't connect observation from the administrator-conducted observation to observation of practice.
Student Surveys	Teacher highlights areas of strength and need from a student survey and provides ideas for addressing areas of strength and strategies for addressing areas of need.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher highlights areas of strength and focus from a sample of students that completed a survey.	Teacher provides a summary of student survey results without highlighting areas of strength or need.
Connected Reflection of All Sources	Teacher and administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs. A plan is developed for teacher to monitor progress and discuss at the next reflective check-in, post-conference, or summative conference.	Teacher and administrator identify BOTH prevalent areas of strength and needed focus from all sources.	Teacher and administrator identify only prevalent areas of weakness gathered from a minimal amount of sources.	Teacher and administrator haven't integrated all information gathered from sources of reflection to identify prevalent areas of strength and needed focus.

# Reflective Practice Protocol Pilot Districts

**Bernards** Township School District

**Delsea** Regional School District

**East Brunswick** Public Schools

**High Point** Regional School District

**Kingwood** Township School District

**Logan** Township School District

**Madison** Public Schools

**Maurice River** Township School District

**Millstone** Township School District

**Ocean City** School District

**Passaic** Public Schools

School District of the **Chathams**

**Teaneck** Public Schools

**Wall** Township Public Schools

**Westampton** Township Public  
Schools

**Woodstown-Pilesgrove** Regional  
School District



# SGO RESOURCES FOR LEADERS AND TEACHERS

Office of Evaluation  
Division of Teacher and Leader Effectiveness  
Summer 2016

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# Change 4

## Training /district policy requirements for SGOs are aligned

### New

- All administrators receive training on **all components** of the evaluation rubric prior to conducting evaluations, including on the **SGO process**.
- Districts **develop policies** and procedures describing the process of developing and scoring SGOs.

### Benefits

- **All educators** better understand **each component** of the evaluation rubric prior to the start of the evaluation cycle.
- Coupled with more **flexibility** offered in the observation process, increased focus on the SGO process will help increase the **quality** of goals set and support given to teachers.

# SGO Development: Three Guiding Principles

Educators must understand that high quality SGOs should be:

1. Aligned to standards
2. Grounded in data
3. Driven by high expectations for students

# Administrator Training Requirement for SGOs

*“Training shall be provided on **each component** of the evaluated teaching staff member’s evaluation rubric before the evaluation of a teaching staff member.”*

~NJAC 6A:10-2.2

[AchieveNJ SGO Page](#)

# Two Recommended Training Processes

## SGO Basics

1. Read the “[SGO Overview Document](#)”
2. Watch all four of the SGO videos in the SGO video series (coming soon)
3. Complete the [SGO 101 Review](#) and discuss the results with a direct supervisor or mentor

## Improving SGOs

1. Watch the SGO video series
2. Review and analyze the most current staff observation and SGO scores
3. Use the [SGO Quality Rating Rubric](#) to review and analyze a sample of last year’s SGOs
4. Identify one or more areas in which the SGO process/product can be improved
5. Review [resources](#) provided by the Department and those developed locally and determine whether and how they may best be used
6. Contribute to developing, and implementing as indicated, an action plan to address areas needing improvement

# Step One

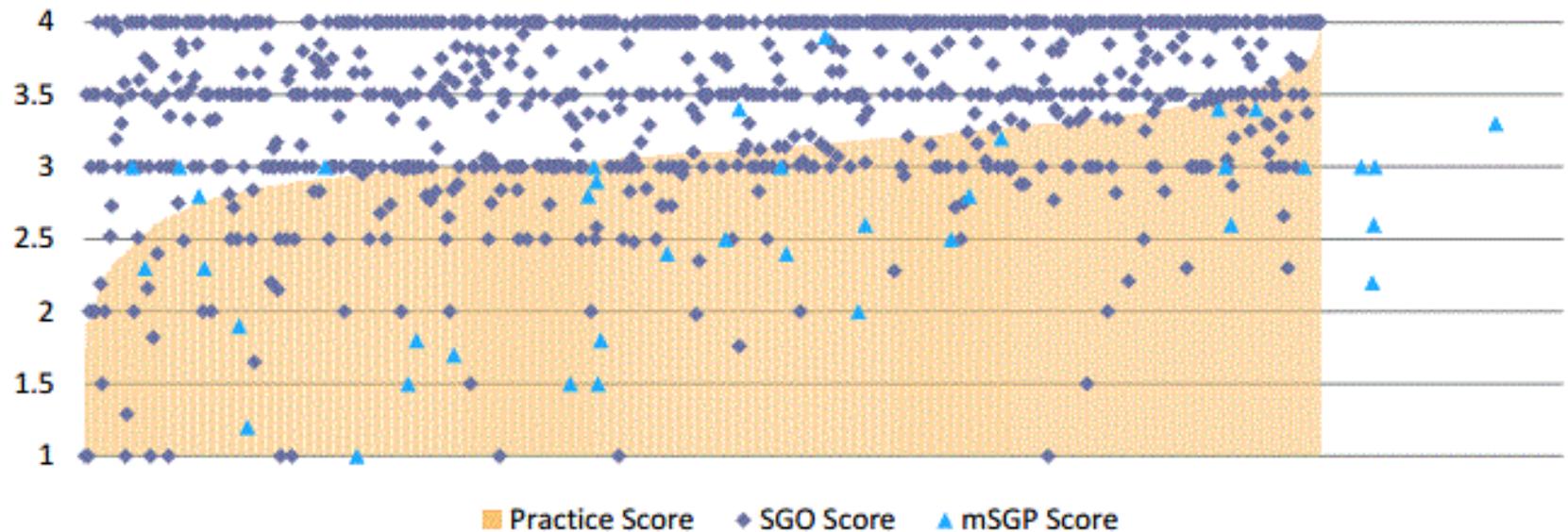
## Watch the SGO Video Series



# Step Two

## Review and Analyze SGO and Other Evaluation Scores

Teacher Evaluation Profile			
Instrument	Charlotte Danielson: The Framework for Teaching (2013 Edition)		
Average Practice Score	Average SGO Score	Average mSGP	Average Summ. Rating
3.09	3.47	2.49	3.14



# Step Three

## Review and Analyze a Sample of Last Year's SGOs

1. Familiarize your team with the SGO quality rating rubric
2. Choose a representative sample of SGOs to review
3. Discuss strengths and weaknesses of the SGOs based on rubric guidelines

Excellent	Good	Fair	Inadequate
Multiple, <b>high quality</b> measures of baseline data are used to determine student starting points.	<b>Multiple</b> measures of baseline data, the <b>quality of which may vary</b> , are used to determine starting points.	A single measure of <b>high quality</b> is used to determine student starting points.	<b>A single measure</b> of low quality is used to determine student starting points.
Student learning targets are differentiated to be ambitious and achievable for <b>all or nearly all</b> students.	Student learning targets are differentiated to be ambitious and achievable for a <b>majority</b> of students.	Student learning targets are differentiated to be ambitious and achievable for <b>some</b> students.	Student learning targets are not differentiated or are set too low.
Baseline data and the rigor of the assessment <b>clearly exceeds</b> the objective set.	"Full attainment" <b>reflects</b> a teacher's <b>considerable</b> impact on student learning. "Exceptional attainment" <b>clearly exceeds</b> the objective set.	"Full attainment" <b>loosely reflects</b> a teacher's impact on student learning. "Exceptional" <b>was easily attained</b> by a less than ambitious scoring plan.	"Full attainment" is too low or too high to accurately represent a teacher's <b>considerable</b> impact on student learning.
Scoring range is <b>justified by analysis</b> of baseline data and the rigor of the assessment	Scoring range is <b>implied</b> by presented baseline data and the rigor of the assessment.	Scoring range is <b>somewhat</b> reflected by baseline data and the rigor of the assessment.	Scoring range is <b>not reflected</b> by baseline data and the rigor of the assessment.

Is scoring range justified by analysis of baseline data and the rigor of the assessment?

Scoring Plan

Preparedness

Student Target Score on Assessment

Teacher SGO Score Based on Percent of Students Achieving Target Score

Group

1

2

3

4

5

6

7

8

9

10

# Step Four

## Identify Areas of Improvement for SGO Process/Product

Excellent	Good	Fair	Inadequate
Multiple, <b>high quality</b> measures of baseline data are used to determine student starting points.	<b>Multiple</b> measures of baseline data, the <b>quality of which may vary</b> , are used to determine student starting points.	A single measure of <b>high quality</b> is used to determine student starting points.	<b>A single measure</b> of low quality is used to determine student starting points.
Student learning targets are differentiated to be ambitious and achievable for <b>all or nearly all students</b> .	Student learning targets are differentiated to be ambitious and achievable for a <b>majority of students</b> .	Student learning targets are <b>differentiated to be ambitious and achievable for some students</b> .	<b>Student learning targets</b> are not differentiated or are set too low.
“Full attainment” <b>accurately reflects</b> a teacher’s <b>considerable</b> impact on student learning. “Exceptional attainment” <b>clearly exceeds the objective set</b> .	“Full attainment” <b>somewhat reflects</b> a teacher’s impact on student learning. “Exceptional attainment” <b>of the SGO does little to reflect the teacher’s impact on student learning</b> .	“Full attainment” <b>loosely reflects</b> a teacher’s impact on student learning. “Exceptional” <b>was easily attained by a less than ambitious scoring plan</b> .	“Full attainment” is too low or too high to accurately <b>represent a teacher’s considerable</b> impact on student learning.
Scoring range is <b>justified by analysis</b> of baseline data and the rigor of the assessment	Scoring range is <b>implied</b> by presented baseline data and the rigor of the assessment.	Scoring range is <b>somewhat</b> reflected by baseline data and the rigor of the assessment.	Scoring range is <b>not reflected</b> by baseline data and the rigor of the assessment.

# Step Four

## Identify Areas of Improvement for SGO Process/Product

Scoring Plan					
Preparedness Group	Student Target Score on Assessment	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	≥85	≥90%	≥80%	≥70%	<70%
2	≥75	≥90%	≥80%	≥70%	<70%
3	≥65	≥90%	≥80%	≥70%	<70%

**Scoring range is not reflected by baseline data and the rigor of the assessment.**

# Step Five

## Review Resources and Determine Best Use

### From the Department

1. SGO Video Series (coming soon)
2. [SGO Integration Tool](#)
3. [SGO Guidebook](#)

### Local Resources

Use/refine resources that you have created

# Step Six

## Contribute to Developing and Implementing an Action Plan

### From the Department

### Collaborative Teams Toolkit

Collaborative Teams Toolkit	
<u>Foundational Level:</u> <u>Establishing and Supporting Collaborative Teams</u>	<u>Advanced Level:</u> <u>Alignment, Integration, and Relevance</u>
<ol style="list-style-type: none"><li>1. <u>Self-Assessment</u></li><li>2. <u>Time for Collaboration</u></li><li>3. <u>Adequate Materials and Supplies</u></li><li>4. <u>Clearly Articulated Roles and Responsibilities</u></li><li>5. <u>Building Consensus Around Vision and Goals</u></li></ol>	<ol style="list-style-type: none"><li>1. <u>Self-Assessment</u></li><li>2. <u>Mechanisms in Place for Making Effective Data-Driven Decisions</u></li><li>3. <u>Instructional Expertise to Guide Improvement</u></li><li>4. <u>Engaging in Practices for Continuous Improvement</u></li><li>5. <u>Alignment with Key Instructional Deadlines and Activities</u></li></ol>

# Other SGO Tools

## SGO Scoring and Tracking Tool

- Microsoft Excel-based
- Teachers compile their SGO baseline data
- Creates scoring tiers automatically
- Automatically populates SGO form
- Assists in monitoring student performance

# All AchieveNJ Resources and Questions

General Information [www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ)

Questions/Suggestions [educatorevaluation@doe.state.nj.us](mailto:educatorevaluation@doe.state.nj.us) / 609-777-3788

**Thank you!**



# *Changes to Preparation and Licensing Code and Their Impact on Districts*

**Division of Teacher and Leader Effectiveness**



# Bottom Line Up Front

- **Changes Affecting You**

- **CEAS** (traditional-route) teacher candidates will spend more of their preparation in P-12 classrooms.
- **CE** (alternate-route) teachers will work with P-12 students during pre-service.
- A **new licensure assessment**, edTPA, is going into effect that tests pedagogical skills, and must be completed in a P-12 school-setting.

- **Benefits**

- Supplemental staff
- Improved talent pipeline to meet future hiring needs
- Growth opportunities for experienced teachers who serve as co-operating teachers



## Context

- Extensive research consistently shows that **teacher quality is the greatest in-school factor impacting student achievement.** <sup>1, 2</sup>
- Across New Jersey, **districts hire approximately 6,500 teachers each year** who are new to the profession; collectively these teachers **impact hundreds of thousands of our students.**
- Research and feedback from New Jersey educators and stakeholder groups also shows us that **the learning curve is steepest at the beginning of a teacher's career.** <sup>3,4,5,6</sup>
- Given the large number of novice teachers entering our workforce each year, and the significant number of students these teachers impact, the State collaborated with educators, teacher preparation programs, and other stakeholder groups to develop a **policy package aimed at providing the strongest possible up-front preparation to these new teachers.**

1. Marzano et al., 2005

2. Goldhaber, 2009

3. Kane, Rockoff, & Staiger, 2006

4. Clotfelter, Ladd, & Vigdor, 2007

5. Boyd, Lankford, Loeb, Rockoff, & Wyckoff, 2008

6. Harris and Sass, 2007



# What's Changed: *CEAS (Traditional-Route)*

## *Moving to a full-year in a P-12 classroom, with shared responsibilities*

- Research shows that providing **clinically-based preparation**, where teacher candidates are deeply embedded in P-12 schools alongside master teachers, **is one of the most effective ways to prepare our future educators.**
- **Previously the state had loose requirements** for students in a CEAS (traditional-route) program **regarding clinically-based preparation:**
  - **Little to no requirements around P-12 school experiences** prior to student teaching (“practicum”)
  - **Only required one semester of full time student teaching** (in which co-operating teachers often relinquished control over their classroom)
- We want to **shift away from that old paradigm** in our CEAS (traditional-route) programs:
  - **Clinical experience** is designed to allow teacher candidates **to observe and learn from multiple P-12 settings** (including one that serves students with special needs)
  - Starting in the **18-19 school year**, the old semester of “student teaching” becomes a **full year of “clinical practice”** where teacher candidates **gradually take on greater responsibilities** and **become deeply embedded in a school community**; this will begin as a part time role that progresses to full-time commitment by the candidate’s last semester



# What's Changed: *CEAS (Traditional-Route)*

## *Requiring a performance assessment for initial licensure*

- Research points to the **importance of three skills in teachers**: general cognitive ability, understanding of content, and strong pedagogical skills; **our current licensure assessments only test the first two skills.**
- Starting in the 17-18 school year, **teacher candidates will be required to demonstrate their pedagogical skills to earn licensure**; candidates will be asked to plan, deliver, and reflect on a lesson.
- **edTPA is currently the only approved performance** assessment in the State of New Jersey.
- Teacher candidates currently enrolled in education schools may be **piloting this assessment for the next year and a half.**
- **Candidates will complete this assessment when they're in your schools**, during the clinical practice or in-service component of their preparation.
- Our ask: **support this endeavor as it ensures that the licensed novice teachers you hire are of high caliber.**

1. Rockoff, et al, 2011

3. Xu, et al, 2011

5. [NCATE](#)

7. [Darling-Hammond, Newton, Wei](#)

2. Boyd, et al, 2008

4. Henry, et al, 2012

6. Darling-Hammond, 2010

8. [CAEP Standard 1 Rationale](#)



# What's Changed: *CE (Alternate-Route)*

## *Pre-service with P-12 students, and performance assessment for licensure*

- We also want our CE (alternate-route) preparation programs to be more **clinical** in nature:
  - **Previously candidates only had to complete 24 hours of pre-service** that may not have included any exposure to p-12 students.
  - We're moving to **50 hours of pre-service with required clinical experience.**
  - The former 10-month program now increases in duration as the **provider supports CE holders for at least two years.**
- **Requirements for obtaining a standard license** also change:
  - CE holders must obtain at least **2 effective or highly effective ratings.**
  - Starting in the 17-18 school year, CE holders will be required to **complete an approved performance assessment.**



## Benefits to Districts

- **Teacher candidates can serve as supplemental staff to your schools; they can (and should) impact student achievement.**
- CE (alternate-route) candidates enrolled in pre-service courses can provide **supplemental support to students during the spring or summer.**
- The full-year in P-12 schools can serve as a powerful way for you to **build pipelines** into your district (extended interview and early induction period).
- You can provide **career growth and development opportunities for your strongest teacher leaders**, who can serve as co-operating teachers.
- Many preparation programs also offer **additional benefits** to their partner districts such as professional development opportunities and college credit offered to cooperating teacher.



# Our Ask

- **Open your doors** to teacher candidates.
- **Consider future hiring trends** when accepting candidates.
- **Help us recruit** the strongest possible **co-operating teachers**:
  - Utilize the tools at your disposal (e.g. evaluation, PD hours, Title II funding) to incent the strongest teachers to take on this role.
  - Enable co-operating teachers to have a voice in the placement process.
  - Create a culture of professional growth for your teacher leaders by encouraging them to serve as co-operating teachers.
- **Share information about these new policies** with your school leaders, teachers, and parents:
  - The Department is working to produce a message about these changes, as well as universal permission slips that can be used for the video-portion of the performance assessment.
- **Let the Department and Colleges know** where you are having difficulty recruiting candidates



# We look forward to meeting you in the fall and sharing more details.

Please don't hesitate to email us regarding:

- Policy questions
- Implementation timeline, questions or concerns
- Operations or logistical questions or concerns

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