Excellent Educators for New Jersey (EE4NJ)

Bergenfield Public School District
One of Ten Districts to Pilot Program
Dr. Michael Kuchar, Superintendent of Schools
Dr. Frank Auriemma, Director of EE4NJ

Presentation can be found on www.bergenfield.org

EE4NJ Pilot Participant

- Bergenfield is 1 of 10 districts in the state to lead educational reform of teacher evaluation through the Excellent Educators for New Jersey pilot program administered by the NJ Department of Education
- Bergenfield was also selected to pilot New Jersey’s Principal evaluation program
PARCC Timeline Through Fall 2014

**PARCC Tools & Resources**
- Partnership Resource Center launched
- K-2 tools development begins
- Professional development modules released
- College-ready tools released
- Diagnostic assessments released

**PARCC Assessment Implementation**
- Pilot/field testing begins
- Full-scale pilot/field testing begins
- Full administration of PARCC assessments
- Full administration of PARCC assessments

**Teacher Effectiveness Evaluation System**

**Teacher Evaluation 100%**

**Student Achievement (outputs of learning)
50% of total evaluation**

- Measures of Student Achievement include:
  - Student achievement on state-approved assessments or performance-based evaluations, representing 35%-45% of the evaluation; and
  - State-approved school-wide performance measure, representing 5% of the evaluation.
  - Districts have the option of also including additional performance measures.

**Teacher Practice (inputs associated with learning)
50% of total evaluation**

- Measures of Teacher Practice include:
  - Use of a state-approved teacher practice evaluation framework and measurement tools to collect and review evidence of teacher practice, including classroom observation as a major component, representing 25%-47.5%; and
  - At least one additional tool to assess teacher practice, representing 2.5%-25%.
Focus on Student Growth has had a profound impact of changing school culture and putting focus on Academic Rigor and a collective belief that “failure is not an option!”
DEPAC

- 30 Teachers and 25 administrators have been developing an evaluation tool for implementation based on the 50% teacher practice and 50% student learning data as the parameters set by the state of NJ.

First Step- Baseline Data

- The first step is to create a sense of urgency. Such heightened awareness of problems and their impact emerges when teachers and administrators analyze state and local student-performance data together and become more informed about the academic effectiveness of their school and district.
Widget Effect

9/1/12  Chicago Public Schools on strike
Major issue: Teacher evaluation
2010- 65% of Chicago Public School students graduated HS.
2010- Less than 0.3% of all teachers received an unsatisfactory rating

857 empty desks = number of dropouts from American schools every hour of every day
Simplicity, Clarity, and Priority

Effective Teaching:
- Evaluation/Observation Process
  EE4NJ
  Principal Evaluation Pilot
  5D Assessment
- Short Cycle Assessment
- Professional Development

Core Beliefs:
1) Effective Teaching
2) Effective Content
3) Literacy Core Function for ALL Learning

Teacher practice is assessed with the Danielson framework. Teacher evaluation is comprised of teacher practice and student performance.

Principals are trained in recognizing and evaluating each component of the framework via the 5D Assessment from the University of Washington. Principal evaluation is comprised of practice, teacher evaluation and student performance.
Step One- Using Data to paint a picture of your reality

“Everyone thinks of changing the world, but no one thinks of changing himself.”

Leo Tolstoy

Renaissance Learning

• For 2011-2012, the district decided to gather even more data, as the district will be expanding use of Renaissance Learning products to assess reading, math and early literacy. Grades 1-11 will all have formative assessments.

• These brief assessments have been proven to be extremely accurate and will provide even more flexibility within the classroom.
FIVE DOMAINS (Standards Based)
1. Word Knowledge & Skills
2. Comprehension Strategies and Constructing Meaning
3. Analyzing Literary Text
4. Understanding Author's Craft
5. Analyzing Argument and Evaluating Text

36 Skills / 400 Grade-Level Skills

THREE DOMAINS (Standards Based)
1. Word Knowledge and Skills
2. Comprehension Strategies and Constructing Meaning
3. Numbers and Operations

10 Sub-domains
41 Skill Sets / 145 SKILLS

FOUR DOMAINS (Standards Based)
1. Numbers and Operations
2. Algebra
3. Geometry and Measurement
4. Data Analysis, Statistics and Probability

54 Skill Sets / 550 SKILLS

Universal Screening Based on State Test
Progress Monitoring
Year-to-year Longitudinal Progress

Predict State Test Proficiency
Support for Differentiated Instruction
Instructional Planning

State Standards
Common Core State Standards
Learning Progressions
Instructional Resources
Learning to Read Dashboard
Which students aren't reaching benchmark?

State Screening Report

How can I best target instruction?

Instructional Grouping
What are my students ready to learn next?

Instructional Planning Report

Where can I find instructional resources for the skills I need to teach?

Learning Progressions
How well are my students responding to intervention?

Student Progress Monitoring Report (Tully)
Are my students mastering State Standards?

State Standards Report

Are my students growing from year to year?

Longitudinal Reporting
This really works

• Bergenfield has 5 Elementary Schools, 1 Middle School and 1 High School. All 7 Schools qualify for Title One Funds as over 40% of all students qualify for free and reduced lunch. More than 70% of the student population is in a minority sub-group as defined by NCLB. Bergenfield is not a privileged community.

PD Based on Data

• Next step is creating and implementing an intensive and ongoing professional-development program. The best districts and schools form collaborative teacher teams—professional learning communities—that meet often, make use of student data, and work with school-based coaches to improve curriculum and instruction. These schools and districts also include intensive summer institutes in their professional-development plans, to allow teachers opportunities to gain new knowledge.
Bergenfield’s Outcomes

Based on evidence our observations have become a treasure hunt versus

Utilize our own Human Capital to help each other

- One 5th grade teacher had 90% of her students Advanced Proficient in Math for 3 years in a row when district average was 20%
- Best practices are identified and shared within building and within district through a Best Practice Wiki
- Identify students by individual skill versus wide range of support
- Give parents access to Ren Learn and NWEA for skill support
- Involve all staff in process. It is not the programs that are effective, it is the people who use the programs. Expansive Leadership. Utilize the experts in you buildings- the teachers.
- Administrators must be honest and committed to continuous growth of the teacher. If everything is always great, are we not really just infantilizing the teacher? We all can and must keep growing.
Utilize our own Human Capital to help each other

- Added math coaches
- Changed the roles of Reading Specialists to Literacy Coaches
- Redefined how Basic Skills, ESL, Special Education services are delivered to be truly inclusive
- Created Extended Day Program and Summer School for added enrichment

Administrator Effectiveness

- Multiple efforts across the country – federal, state and local to improve impact/effectiveness of teachers – school improvement, use of data (short cycle, etc.) to improve instructional practice
- Rater reliability- both in content and honest discourse based on evidence of student learning.
University of Washington Study

Beginning in 2007, the University of Washington has used a 5D Assessment to conduct research on 2,000+ instructional leaders;

The study is aimed at locating areas of strength and weakness amongst school leaders tasked with evaluating staff members.

Bergenfield does a pre and post every year for all administrators.

University of Washington Study, continued

A rubric with five dimensions and thirteen sub-dimensions was created;

Initial challenge was defining what it means to be a “high quality” teacher;

Levels of expertise in instructional leadership include novice, emerging, developing, and expert.
Cumulative Dimension Averages
2,207 participants; 42 school districts

Cumulative Sub-Dimension Averages
2,207 participants; 42 school districts
What is an Instructional Round

What we are learning to do is write what we see rather than what we feel in relation to the learning goals of the school/class/district.

Focus on the Instructional Core

- Teacher
- Student
- Content
Critical Element to Learning Rounds’ Success

- In order for the instructional rounds to be meaningful and effective, schools must clearly articulate the purpose (why) and target (what to look for) for the instructional rounds. This is also known as the Problem of Practice.
- The purpose and target will determine the type of instructional round the school will receive.

The data speaks volumes
Remember this slide?
First Step- Baseline Data

- The first step is to create a sense of urgency. Such heightened awareness of problems and their impact emerges when teachers and administrators analyze state and local student-performance data together and become more informed about the academic effectiveness of their school and district.

Dropout Data

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<tr>
<th>Year</th>
<th>Number of Students</th>
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<tr>
<td>2005-06</td>
<td>63</td>
</tr>
<tr>
<td>2006-07</td>
<td>33</td>
</tr>
<tr>
<td>2007-08</td>
<td>14</td>
</tr>
<tr>
<td>2008-09</td>
<td>5</td>
</tr>
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<td>2009-10</td>
<td>6</td>
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<tr>
<td>2010-11</td>
<td>1</td>
</tr>
<tr>
<td>2011-12</td>
<td>0</td>
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Open Enrollment AP Courses

Total AP Courses

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<th>Year</th>
<th>Courses</th>
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<tr>
<td>2005-2006</td>
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<tr>
<td>2010-2011</td>
<td>12</td>
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<td>2011-2012</td>
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</table>

% of Total AP Students with Score 3+

<table>
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<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>2005</td>
<td>41.2</td>
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<tr>
<td>2006</td>
<td>38.2</td>
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<tr>
<td>2007</td>
<td>52.1</td>
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<tr>
<td>2008</td>
<td>59.4</td>
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<td>2009</td>
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<tr>
<td>2010</td>
<td>68.2</td>
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<tr>
<td>2011</td>
<td>71.2</td>
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</tbody>
</table>
4 Year College Attendance Rate

Most Improved High School

New Jersey

Making up Ground in BERGENFIELD

Top 10 Most Improved High Schools

- 1. Bergenfield
- 2. H.S. Library (West)
- 3. High School
- 4. High School
- 5. High School
- 6. High School
- 7. High School
- 8. High School
- 9. High School
- 10. High School

Despite national turmoil and an uncertain economy, Bergenfield High School has managed to reverse this trend, achieving two consecutive years of steady growth and improvement. Bergenfield's success is attributed to a combination of strong leadership, dedicated teachers, and a supportive community. The school has implemented innovative programs and strategies to support student success, including after-school tutoring, mentoring, and career development workshops.

Top Schools

- Bergenfield
- H.S. Library (West)
- High School
- High School
- High School
- High School
- High School
- High School
- High School
- High School
Bloomberg Business week: 2\textsuperscript{nd} best place to raise kids in NJ

100 Best Communities for Young People

- Only community in New Jersey to be selected in 2012
Questions

Our presentation can be found on www.bergenfield.org

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