DEPAC Meeting 10/23/2012

1. Review of DEPAC
   a. Goal of: 2-Way communication
   b. Journal of Our Journey
   c. Link notes to the website for all faculty and community

2. Non-funded Pilot
   a. Gives flexibility
   b. Will allow for a voice at the table for final evaluation process
   c. Invited to sit on EPAC
   d. Choices of models were discussed
   e. Number of observations
   f. Non-tested areas need guidelines
   g. Open process
   h. Two way communication and trust

3. EPAC
   a. More conversation between administrators and staff
   b. Administrators learning more about their staff outside of the classroom
   c. Easier to notice special programs in the teachers’ classrooms
   d. Discussion between teachers and administrators was more fluid because of common language in the evaluation process
   e. Align teacher-created assessments, (Assessment of the Assessments)
   f. Process not as bad as they thought it was going to be from the start
   g. Increased use of rubrics with the faculty members (Trust of staff)
   h. Peer observations to help each other
   i. Some difficulties that were found include: start date, how to assess non-tested areas of instruction, teachers that have nobody to collaborate with (only teacher teaching a course), finding time for teachers to collect evidence for student growth profile, how to handle the child that is absent regularly.
   j. NJASK scores percentages may vary
   k. What would be acceptable evidence for growth (Thought it would be best if teachers came up with ways to collect evidence for growth model)
   l. Assessment committee
   m. Suggestion: Calculate student growth through formulas in non-tested school year
   n. Teachers self-evaluation fires
   o. Workshops before and after implementation of the system
   p. “Time” was a returning theme during the meeting

4. Stronge model-
   a. Tool for teacher reflection and growth
   b. Teachers can upload evidence for Stronge model
c. Teachers who volunteer to implement student surveys can reflect upon results to identify areas to improve on
d. Upload a summary of student growth
e. Teachers evaluation built on multiple sources
f. Teachers can explore option of survey this year
g. Stronge has built-in survey system
h. Student survey summary: Continuous professional growth

5. Cohort 2 – Discussion about measures of student achievement for non-tested subjects and grades
   a. Regulations from state (percentage of eval to include student achievement)
   b. December 19th EPAC meeting to discuss student achievement
c. What was learned from Cohort 1? The suggestion was made you have to use what will work for your district,
d. Can’t we learn from experience? No other Cohort’s 1 used the student achievement aspect of the evaluation process, no recommendation on how to include student achievement
e. Discuss student achievement data for our district and what we feel would work best for our district
f. Eventual meeting with other districts in Middlesex County that are also using the Stronge Model (Held November 12, 2012 with Spotswood and south Brunswick)
g. Teacher performance piece for our district is well ahead of other districts

6. Student growth percentile
   a. Student’s growth profile from State data measure 1-99, under 35- low, 35-65 typical growth, above 65 high growth (70-75 percent in non-tested areas): results won’t be available till the next year
   b. How do we keep documentation on each student? Portfolio for the teacher? Or the student? As of right now student growth has yet to be determined.
c. Tested area: 35-45% Testing results
d. Non-tested: 15% Student Practice, 85% teacher practice maximum on option in Cohort 2
e. Four ratings: Highly effective, effective, partially effective, and ineffective (2 years in a row teacher must be let go)
f. Stronge Standard 7: Student performance, developed a four rating growth system (Weightings put together by the teachers and agreed upon collectively) to measure how much have students grown through the year

7. What do the ratings mean?
   a. Breakdown difference between Highly Effective and Effective
   b. Effective is what is expected level of performance
c. Highly effective: “In addition to meeting the standard..........” (Above and beyond effective)
d. Rating system and how we relate most things to a grading system of A to F; Highly effective “A+”, effective is an “A”
e. Fear factor with the staff that effective is just above partially effective in the rating system
f. Student driving their own learning goals inclusion of Naviance as a possibility
g. Students should know what scores they want to meet, and have data driven goals

8. Conclusion
   a. November 6th: Teacher leaders for half of the in-service day will provide a turn-key training
   b. Video link of teacher lesson: Have teachers observe and write up a mock evaluation
   c. Teachers come together and have a discussion on what they will be evaluated, discuss important aspects and what artifacts can be included as evidence by the teacher
   d. Self-evaluation for teachers (reflective thought)