

State EPAC Meeting 10/15/12

Positive Reports from Cohorts

- More conversation between Admin and teacher
- Collection of evidence
 - Time beyond contractual day is noted
 - Special programs within classroom
 - Responsive classroom
 - Citizenship
- Unified language/use of terms
 - Makes discussions more effective
 - Use of common planning time
- Student performance
 - Aligning class assessments to NJASK using similar language
 - “assessing the assessments” (teacher submits test to make sure they have certain criteria)-not necessarily a positive
- DEPAC
 - Subcommittees working on different aspects of teacher/principal evaluations
 - Cover a lot in a short period of time
- “Not as bad as everyone thought it would be” (once they got started)
- Quality and frequent feedback to students improves learning
 - Increased use of rubrics
- Increased trust and collaboration among staff
 - Share
 - Peer observations/coaching
 - Critique each other
- Collaboration with other districts (this was done by a very small district)

Difficulties Encountered from Cohorts

- Pressure/frustration to begin by Oct. 1
- Creating assessments/system to show growth
 - Linking student performance to teacher evaluation
- Teachers with no “peer” to collaborate with (ex: shop, ICE)
- Equality/fairness for staff
- Finding time for teachers (during the school day) to get all the portfolio paperwork done
- Student absences (extended), changing level, new students (how to deal with these issues)
- “THIS (New Teacher Evaluation System) with all new things on our plate”

Other observations/notes:

- NJASK scores % could vary
- it is up to the district to decide acceptable evidence and agree by teachers (larger group is better)-important to have teachers decide what is acceptable evidence; teacher will be more accepting if they have some control in this area.
- model alternate assessments are on DOE website for grades 1, 2, 3
- assessment committees at each subject
 - come up with a plan and record successes/failures to report to state
 - student surveys
- non-tested areas can mirror SGP (student growth profile) for math and LAL as prescribed by state (formula)
- teachers have evaluated themselves
- teachers have been defining the evidence of growth
- culture, capacity
- ASCD website-see prototypes (PARCC model) “Smarter Balance” (Dorothy Strickland)
- Dufours scheduling options for teachers to be able to collaborate
 - Teachers have created school schedules and presented it to admin

Of most importance:

- TRAINING
 - Inservices before and after implementation
 - Challenges of change: “Because we have to..., we need...”
 - 3-4 PD days and extended over time
- TIME
 - Need time to collaborate-MUST HAVE (Carol Albritton)
 - **Daily** common planning time/collaboration (research-based!)
 - Time to develop units
 - Time to develop assessments
 - “If it’s important, you can make it happen.”