

Educator Effectiveness Evaluation E3



NUSD 2021-2022

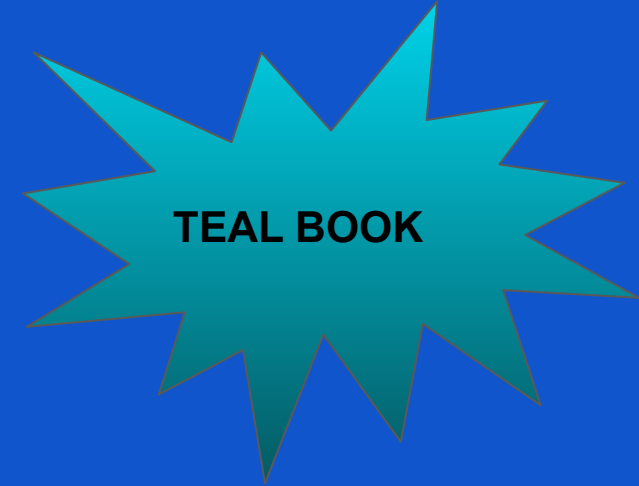
History of E3

- In January of 2014, Newark Unified School District was invited by the CDE to participate in a pilot program to develop an educator evaluation system that was focused on increasing student learning and improving educator practice.
- NUSD and NTA signed a memorandum of understanding originally and now E3 has been incorporated into the contract.
- The new system has been in place since the 2014-2015 school year and has been revised based on feedback from teachers, peer coaches, and evaluators.
- This year E3 has been revised (MOU) to address who is evaluated, timelines, and use of additional rubrics for certain positions.



Components of the E3 Evaluation Tool Growth Model

- Self-Reflection
- Drop-In Visits
- Recorded Lessons
- Evidence of Practice and Feedback
- Professional Development for Evaluators



Reflective Conversations

Peer Coach



Educator



Evaluator



Differentiated Support and Feedback

Who	Support
Probationary and temp teachers with a <u>clear</u> credential	Required to have a Peer Coach
Permanent Teachers	Offered, but not required to have a Peer Coach



Induction vs E3



<u>Teacher Induction</u>	<u>Effective Educator Evaluation</u>
Support from a Mentor	Support from a Peer Coach
Not less than 60 mins/ week of mentoring	No regular weekly meeting
Observations per ILP	Unscheduled drop-ins (2)
Triad Meetings (3) with mentor & principal	Meetings (Planning, video, final)
Monthly Mentor Log	N/A



Induction Mentors are not Peer Coaches
and are not required to be involved in EEE.

Next Steps

1. Reflect on the CSTP descriptors/Domain elements and highlight on the rubrics
2. Your evaluator will schedule an Individual Planning Conference
3. Expect Drop-In Visits to start
4. One Video Recording will be done and then within ten school days, there will be a meeting to watch part of the video and talk about evidence of professional practice and student learning

(Rubric results will determine if an additional video recording is necessary).



**Educator Effectiveness and Evaluation
2021-2022 Evaluation Timeline**

Task	Timeline/Deadline	Documentation	Who?
Orientation Meeting	9/1/21 or not later than 15 days after the 1 st day of school.	Handbooks: Element Rubrics, Process and Forms	E & EV
Educator Self-Reflection: Educator reflects on practice and highlights relevant Element descriptors and rubrics	Prior to Individual Planning Conference.	Element Rubrics Content standards	E
Individual Planning Conference: Review self-reflection Elements, rubrics; identify focus standards and PD needs; identify assessments and student work to demonstrate student growth; complete Professional Growth & Plan	9/30/21	Educator brings Element Rubric Self-Reflection (E) Professional Growth Goals & Plan (EV)	E, EV, & PC
Planning Meeting 1: Educator and Peer Coach confer on Educator's planned lesson	Within 5 instructional days prior to recording.	Lesson Planning Guide	E & PC
Drop In Visit¹ #1	10/31/21	Evidence Collection & Drop-In Forms	E, EV, & PC
Video Recording 1: Educator videotapes 30-60 min. lesson & gathers student work samples, assessments and/or data for Review Meeting	Before Winter Break.	Videotape of selected lesson	E
Review Meeting 1: Within 10 instructional days after the video recording, analyze planned lesson, review student work and assessment, identify Educator's placement on Element rubrics	Within 10 instructional days of recording.	Video, student work, data, assessments, Pre-Observation Guide, Formal Observation Report, Professional Growth Goals & Plan	E, EV, & PC
Drop In Visit #2	1/31/22	Evidence Collection & Drop-In Forms	E, EV, & PC
PLANNING, VIDEO AND REVIEW MEETINGS #2 ARE ONLY NECESSARY IF MARKS ARE LOW FROM SESSION #1			
Planning Meeting 2: Educator and Peer Coach confer on Educator's planned lesson	Within 5 instructional days prior to recording.	Lesson Planning Guide	E & PC
Video Recording 2: Educator videotapes 30-60 min. lesson & gathers student work samples, assessments and/or data for Review Meeting	2/15/22 = Temp/Prob 3/15/22 = Perm	Videotape of selected lesson	E
Review Meeting 2: Within 10 instructional days after the video recording, analyze planned lesson, review student work and assessment, identify Educator's placement on Element rubrics	Within 10 instructional days of recording.	Video, student work, assessments, Pre-Observation Guide, Formal Observation Report, Prof. Growth Goals & Plan	E, EV, & PC
Reflective Conversation Wrap Up: Educator, Evaluator and Peer Coach meet to review Educator's growth, implications for planning and application to future evaluation cycles.	4/14/22	Drop-in forms, Element rubrics and reflections, student work and assessments, Formal Observation Report, Prof. Growth Goals & Plan	E, EV, & PC
Summary Evaluation Form: Deliver to E & HR	4/29/22*	Summary Evaluation Form	EV
*30 Days Before the Last Day of School / May 1st is a Sunday			

¹ Drop in visits by Evaluator and PC do not need to be at the same time. Drop-in Forms provided to Educator within five instructional days.

TIMELINE and FORMS



TEAL BOOK

New Focus Areas for 2021–22

Classroom Teachers (including PE & SRTs, and TOSAs)

- 2.3
- 3.1
- 6.3
- Educator choice
- Evaluator choice



YELLOW BOOK

Other Educators

- Counselor
- Librarian (NMHS)
- Nurse
- Psychologist
- Speech/Language Pathologist



PURPLE BOOK

Three mandatory standards/domains

Educator choice

Evaluator choice

Mandatory Evaluation Standards/Domains by Classification

All Classroom Teachers (including all PE instructors and Elementary SRTs)

- 2.3~Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

TOSAs

- 3.1~Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 4.4~Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 6.3~Collaborating with colleagues and the broader professional community to support teacher and student learning

Counselors

- 1e~ Designing a coherent counseling program
- 3d~ Assessing student academic, social, and emotional needs
- 4c~ Communicating with families, staff, and community

Librarian/Media Specialist

- 1b~ Demonstrating knowledge of the school's program and student information needs within that program
- 2a~ Creating an environment of respect and rapport
- 3d~ Assisting students and teachers in the use of technology in the library/media center

Nurse

- 1e~ Planning the nursing program for both individuals and groups of students, integrated with the regular school program; Designs individual plans (HCP, IEP, 504) and assesses effectiveness of interventions
- 2c~ Following health protocols and procedures
- 3a~ Assessing student needs and responds appropriately

Psychologists

- 1e~ Psychologist develops a cohesive therapy plan based on goals as well as school-based programs (i.e. PBIS, SEL Curriculum)
- 3a~ Responding to referrals, consulting with teachers, administrators
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

Speech-Language Pathologists

- 1b~ Establishing individual goals for the therapy program appropriate to the setting and the students served
- 3a~ Responding to referrals and evaluating student needs
- 4f~ Showing professionalism, including integrity, advocacy, and maintaining confidentiality

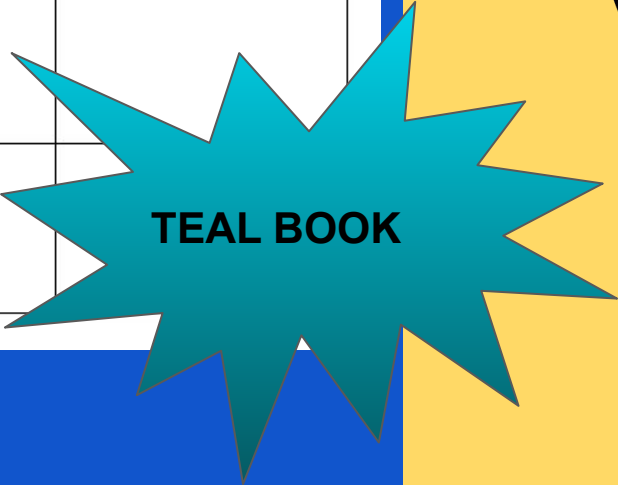
Mandatory Evaluation Standards/Domains



Both Books

NEWARK UNIFIED SCHOOL DISTRICT
EDUCATOR INDIVIDUAL PLANNING CONFERENCE FORM
PROFESSIONAL GROWTH GOALS AND PLAN

Educator (E):		Grade Level/Dept:		School:	
Evaluator (EV)		Meeting Date:			
CSTP/Domain	Growth Goal(s)	Professional Development Activities	Update and Wrap Up Meeting	Next Steps	
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					



PLANNING CONFERENCE
FORM



NEWARK UNIFIED SCHOOL DISTRICT
DROP-IN FORM

Educator (E):		Grade/Subject:	
School:		Date of Visit:	
Evaluator (Ev): Peer Coach (PC):		Drop-In #:	
Time In:		Time Out:	

CSTP/Domain	Educator Effectiveness	Summary of Evidence Gathered (Notes, Critical Evidence & Feedback)
<u>Element</u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u>Element</u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u>Element</u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u>Element</u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	
<u>Element</u>	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective	

DROP-IN FORM

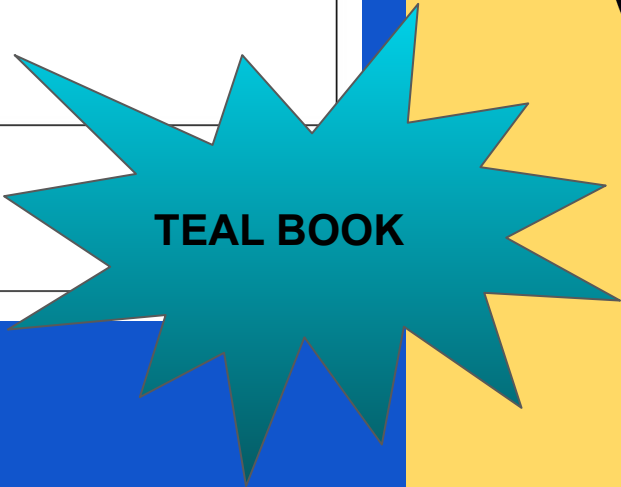


TEAL BOOK

NEWARK UNIFIED SCHOOL DISTRICT
EDUCATOR LESSON PLANNING GUIDE (Before the Video Recording)

Educator (E):		Grade Level/Dept:		Lesson Date:	
Lesson Objective:					
CSTP/Domain	How does this lesson show evidence for this standard?		How will this lesson provide evidence of student engagement/learning?		
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					

LESSON PLANNING
BEFORE VIDEO



NEWARK UNIFIED SCHOOL DISTRICT
EDUCATOR VIDEO SELF-REFLECTION FORM

Educator (E):		Grade Level/Dept:		School:	
Evaluator (EV):		Video Recording Date:			
CSTP/Domain	Goal(s) and Evidence		Reflective Thoughts (+ and △)		
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					

EDUCATOR VIDEO
SELF-REFLECTION FORM



TEAL BOOK

NEWARK UNIFIED SCHOOL DISTRICT
OBSERVATION REPORT

Educator (E):		Grade Level/Dept:		School:	
Evaluator (Ev):		Assignment/Subject Area Observed:		Lesson Date:	
Lesson Objective:					
Standard(s) Applied:					
CSTP/DOMAIN	Positive Feedback	Constructive Observations and/or Suggestions for Improvement			
<u>Element</u>					
<u>Element</u>					
<u>Element</u>					
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OBSERVATION REPORT

Page 1



TEAL BOOK

OBSERVATION REPORT

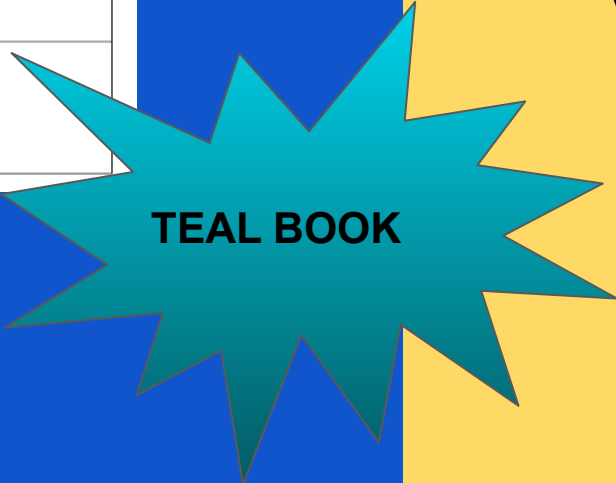
Page 2

Page Two			
<u>Placement on Educator Effectiveness Evaluation Continuum:</u>			
<input type="checkbox"/> Integrating			
<input type="checkbox"/> Applying			
<input type="checkbox"/> Emerging			
<input type="checkbox"/> Not Effective			
Second Video Required? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Educator's (E) Signature:		Date:	
<i>Signature does not imply agreement</i>			
Evaluator's Signature:		Date:	
Date delivered to Educator (E) if different than date of Educator's (E) Signature:			



TEAL BOOK

SUMMARY EVALUATION
REPORT
Page 1



NEWARK UNIFIED SCHOOL DISTRICT SUMMARY EVALUATION REPORT									
Educator (E):		Grade Level/Dept:			School:				
Evaluator (Ev):		IPC Date:		Drop In #1 Date:		Drop In #2 Date:			
Video Recording Date:			Observation Report Date:						
CSTP/Domain	Educator Effectiveness	Comments, Constructive Observations and/or Suggestions for Improvement							
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective								
Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective								
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Element	<input type="checkbox"/> Integrating <input type="checkbox"/> Applying <input type="checkbox"/> Emerging <input type="checkbox"/> Not Effective								

Page Two

Placement on Educator Effectiveness Evaluation Continuum:

- ☐ Integrating
- ☐ Applying
- ☐ Emerging
- ☐ Not Effective

Next Steps (required if "Not Effective", recommended if "Emerging"):

EDUCATOR STATEMENT:

I acknowledge that I have seen this evaluation and have been provided with suggestions for improvement in performance when needed and/or continued professional growth. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement to accompany this form within 10 working days to the Evaluator and Human Resources.

Educator's (E) Signature:

Date:

Signature does not imply agreement

Evaluator's Signature:

Date:

Date delivered to Educator (E) if different than date of Educator's (E) Signature:

Date of Follow-up Conference(if held):

Content of this form is derived from a variety of sources regarding performance. This may include observation, memos and other forms of direct contact relating to major performance areas at the Evaluator has discussed with the Educator as possibly being included in the evaluation.

SUMMARY EVALUATION REPORT

Page 2



TEAL BOOK

Review of Next Steps

1. Reflect on the CSTP descriptors/Domain elements and highlight on the rubrics
2. Your evaluator will schedule an Individual Planning Conference
3. Expect Drop-In Visits to start
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(Rubric results will determine if an additional video recording is necessary).



Thank You!

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