



AchieveNJ for School Librarians

October 2013

Agenda

Introduction to **AchieveNJ**

Evaluation and Support for School Librarians and
Educators in Similar Roles

What is AchieveNJ?

AchieveNJ is a comprehensive educator evaluation and support system



- **Teach:** Help educators better understand their impact and ultimately improve student outcomes.
- **Lead:** Align leadership responsibilities with practices that we know have the greatest influence on learning.
- **Grow:** Foster an environment of continual growth for all students and educators in New Jersey.

Key Provisions of TEACHNJ Act

Support	<ul style="list-style-type: none">• Required training on the evaluation system• Targeted feedback to drive professional development• School Improvement Panel conducts evaluations, leads mentoring, and identifies professional development opportunities
Evaluation	<ul style="list-style-type: none">• Corrective Action Plan for Ineffective/Partially Effective• Implementation in 2013-2014• Four levels of summative ratings• Educator practice instruments used for multiple observations• Multiple objective measures of student learning for classroom teachers, principals, VPs/APs
Tenure	<ul style="list-style-type: none">• Teachers earn tenure after 4 years based on effectiveness• Effective ratings required to maintain tenure• Dismissal decisions decided by arbitrators

Application of TEACHNJ Act

		4-yr Timeline for Earning Tenure*	Earning Tenure Linked to Evaluation Rating*	Rubric must have 4 Rating Categories*	Automatic Trigger for Tenure Charges***	ScIP conducts evaluation	Individual PD Plan	CAP	Streamlined Arbitration Process
"All Teaching Staff Members"	Teacher (holding and working under instructional certificate)	✓	✓	✓	✓	✓	✓	✓	✓
	Principal, VP/AP (holding position & has administrative certificate)	✓	✓	✓	✓		✓	✓	✓
	Director, Supervisor	✓		✓			✓	✓	✓
	School Librarian, Counselor, Therapist, School Psychologist	✓		✓			✓	✓	✓
	Secretarial & Custodial Staff								✓

- TEACHNJ places a **special focus on teachers, principals, assistant/vice principals.**
- Districts have **considerable discretion** over methods of evaluating teaching staff members who are not classroom teachers/principals/APs/VPs.

Application of the TEACHNJ Act

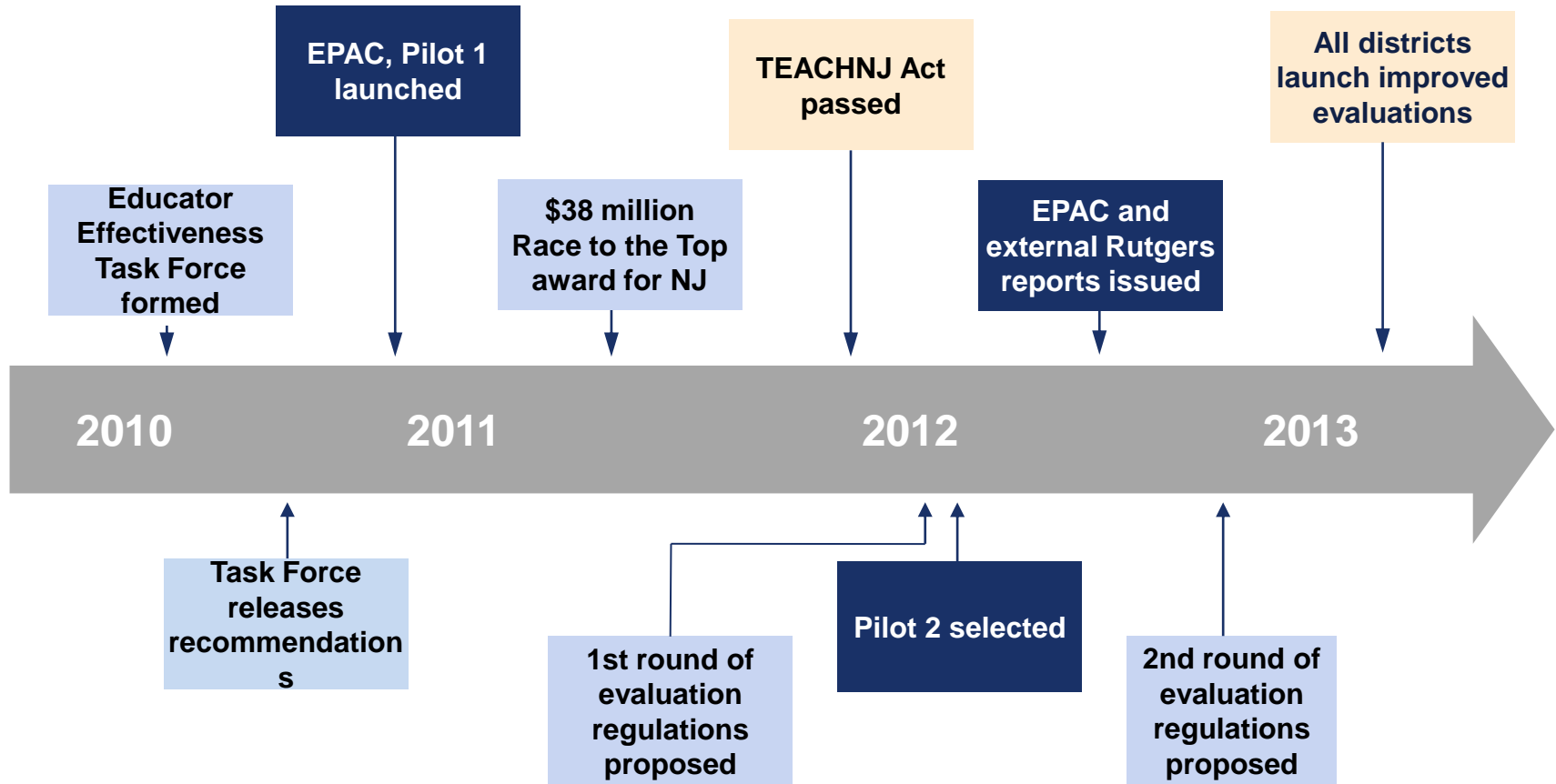
Elements of TEACHNJ that apply to School Librarians

- Four-year timeline for earning tenure
- Rubric must have four rating categories
- Individual PD plan
- Corrective action plans
- Streamlined arbitration process

Evolution of Evaluation in NJ

Previously	AchieveNJ
Perfunctory	In-depth
Measured by observation only	Multiple measures
One observer	Multiple observers
No connection to student growth	Student growth counts
Training not required	Comprehensive training required
Disconnected from professional development	Will provide for more targeted professional development
Minimal educator involvement	Educator-driven
Minimal educator involvement	

Careful, Deliberate Path Towards New System



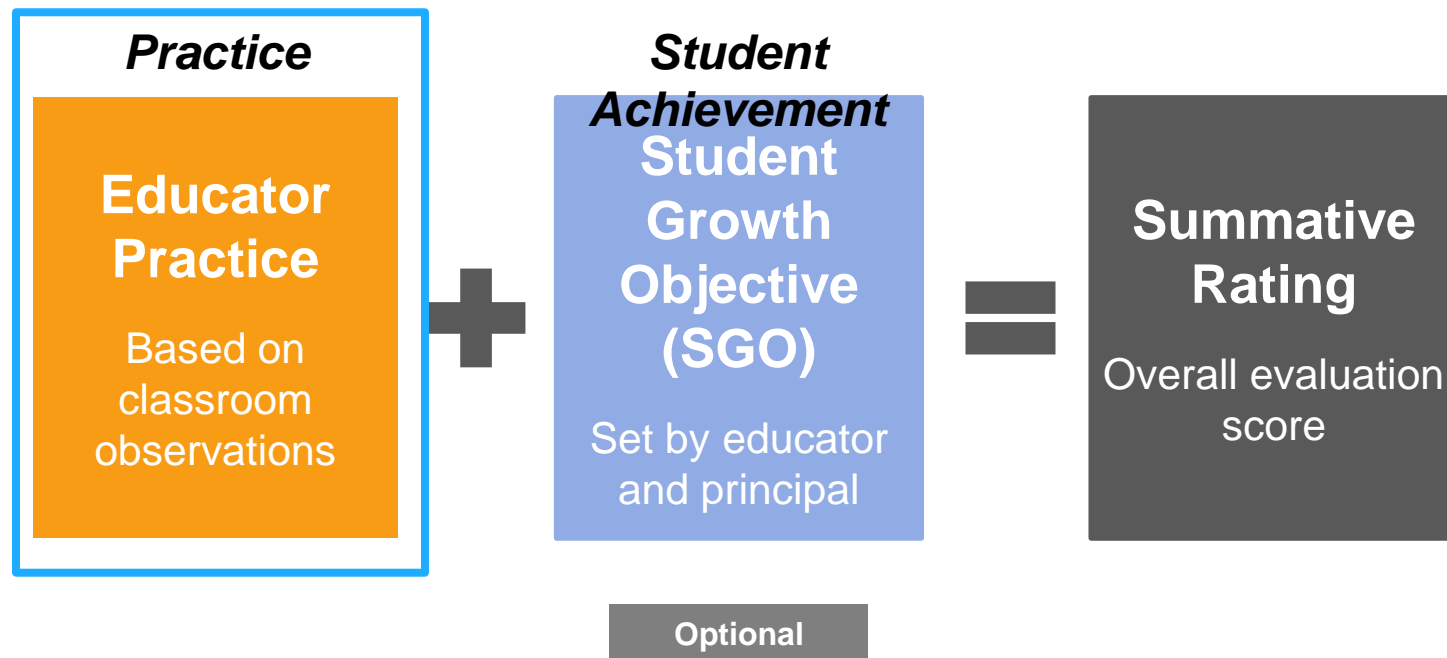
Agenda

Introduction to **AchieveNJ**

Overview of Evaluation for School Librarians and Educators in Similar Roles

Evaluations Use Multiple Measures

- TEACHNJ requires multiple measures to be used in the evaluation for all classroom teachers, principals and APs/VPs.
- For school librarians, **multiple measures are not required**; however, the Department encourages school districts to consider a “multiple measures” approach for the evaluation of all teaching staff members.



Observing School Librarians

- **Non-tenured** school librarians must be observed **three times**
- Districts establish the number of observations for tenured school librarians
- Observations might include, but not be limited to, the following:
 - Viewing a lesson
 - Assessing services provided by a library
 - Conducting walkthroughs
 - Analyzing a case study of a project involving teachers and students
 - Analyzing library data with the school librarian

Librarian-Specific Rubrics

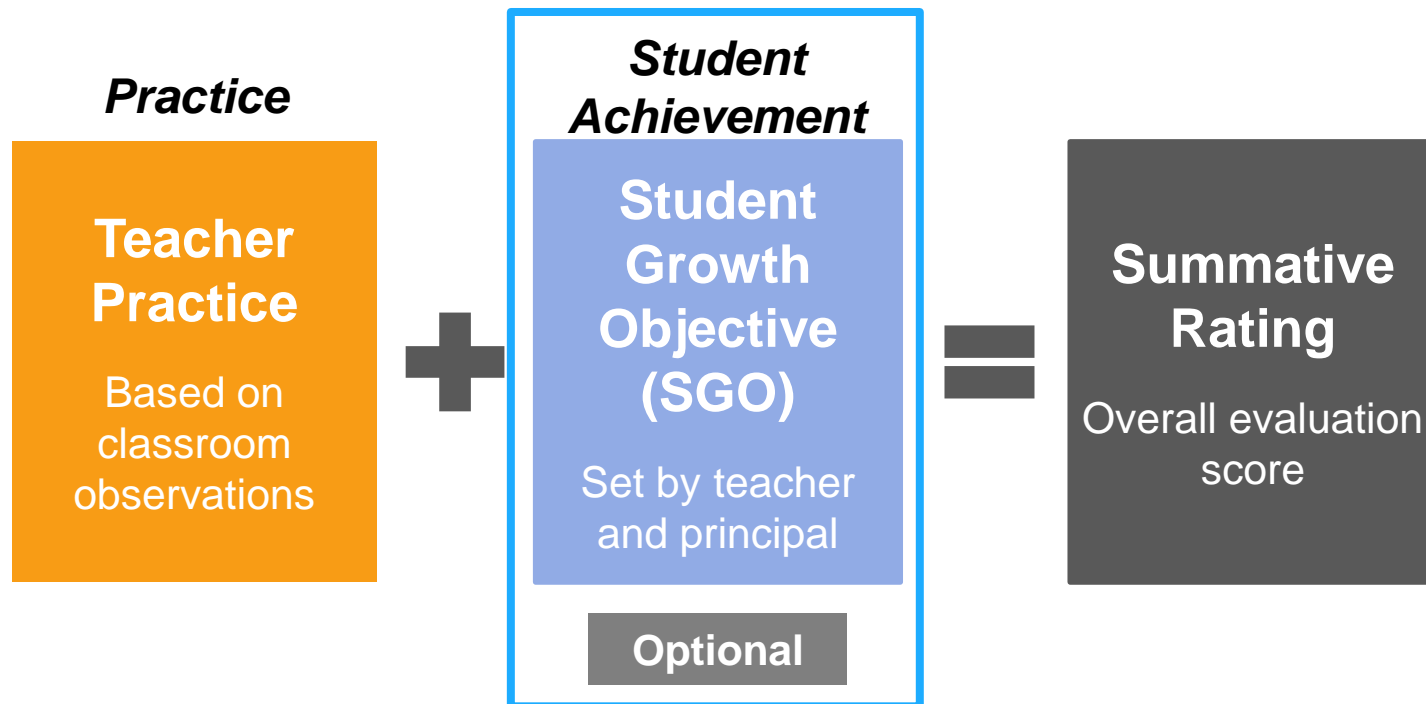
Performance Level: Lowest to Highest

Component:	Requires Action	Progressing	Accomplished	Exemplary
<p><i>Demonstrating Knowledge of Skills and Responsibilities of the Library</i></p>	<p>The library media specialist demonstrates limited understanding of best practice elements including a research model, digital literacy, and/or knowledge of population appropriate literature. LMS may not effectively connect patrons with appropriate materials. LMS may not stay current in best practice elements</p>	<p>The library media specialist demonstrates a basic understanding of some best practice elements including a research model, digital literacy, and/or knowledge of population-appropriate literature. LMS may have a rudimentary understanding of how to connect patrons with appropriate materials. LMS may attend mandatory meetings and trainings to stay current in best practice elements.</p>	<p>The library media specialist demonstrates an understanding of best practice elements including a research model, digital literacy, and knowledge of population appropriate literature. LMS understands how to connect patrons with appropriate materials. LMS actively seeks to stay current in areas of best practice elements.</p>	<p>The library media specialist regularly demonstrates knowledge of multiple best practices, trends in research, digital literacy, and knowledge of population-appropriate literature. LMS applies best practice knowledge when developing programs, ordering materials, and providing stakeholder assistance in the media center. LMS actively seeks to stay current in multiple areas of best practice elements.</p>

Example approach: Library Media Specialist / Hillsborough County (FL) Schools
http://communication.sdhc.k12.fl.us/EETHome/Rubrics/MediaRubricfinal_8_2012.pdf

Evaluations Use Multiple Measures

- Student Growth Objectives (SGOs) are not required for Library/Media Specialists
- The Department encourages those districts that have capacity to begin to work with their library media specialists on setting growth objectives.



Student Growth Objectives (SGOs)

- **SGOs:** Annual, specific, and measurable academic goals for groups of students that are **locally developed and assessed**
- **SGOs are not required for school librarians**
- **Creating an SGO:**
 - Collaborative process between teacher and immediate supervisor
 - Principal has final decision
- **SGOs can be based on:**
 - Appropriate national, state or LEA-developed assessments
 - Rubric-measured portfolios or performance assessments
 - Other important outcomes for a school librarian



Basic Steps for Creating an SGO

1. Choose or develop a quality assessment that is aligned to applicable standards.
2. Determine students' starting points based in available data.
3. With supervisor input and approval, set ambitious yet achievable student learning goals.
4. Track progress and refine strategies accordingly.
5. Review results and discuss score with supervisor.



Sample SGO: 9th Grade

9th Grade Research Project (In collaboration w/ Health)

Student Growth Objective

At the end of the semester, at least 70% or more of the students will create an annotated bibliography that scores in proficient range (8 or higher on the project rubric).

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80% will score an 8 on rubric	>85% students will score an 8 on rubric	>70% students will score an 8 on rubric	>55% students will score an 8 on rubric	<55% students will score an 8 on rubric

Sample SGO: 2nd Grade

2nd Grade Use of Informational Text (In collaboration w/ ELA and Science)

Student Growth Objective

At least 70 percent of second graders will attain a score of 3 or higher on the project- based rubric assessment.

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
70%	85% or greater of students	70%-84% of students	56%-83% of students	0% - 55% of students

Sample SGO: 7th Grade

7th Grade Research Performance Task (In collaboration w/ ELA)

Student Growth Objective

Seventh grade students will demonstrate understanding of the definition of “authority” as it relates to the evaluation of information and knowledge of strategies to assess the level of an author's expertise.

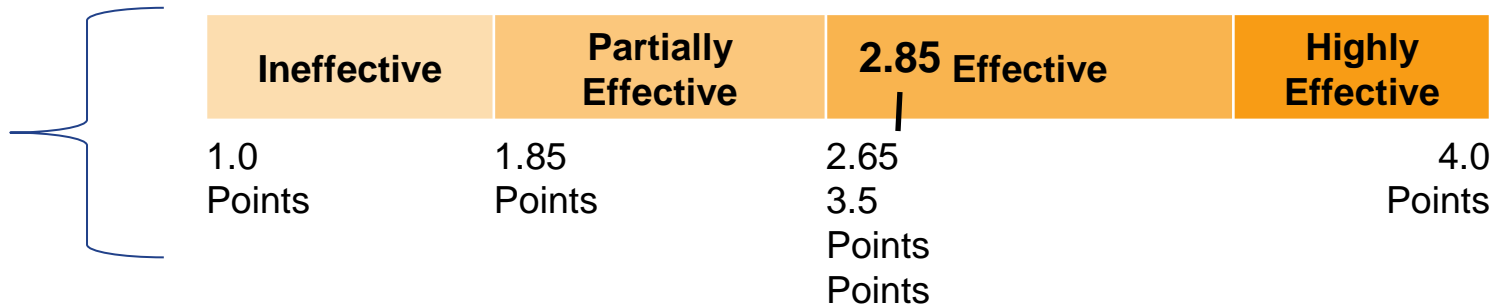
Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low – Medium	≥3	≥137	125-136	113-124	<113
Medium – High	4	≥50	45-50	40-45	<40

Summative Ratings

Component	Raw Score	Weight	Weighted Score
Educator Practice	3.0	x 85%	2.55
Student Growth Objective	2.0	x 15%	.30
Sum of the Weighted Scores			2.85

This is a sample scale. The NJDOE will provide the final scale in the coming weeks.



Implications of Ratings

- Educators rated **Ineffective** or **Partially Ineffective** receive support through **Corrective Action Plans**
- Once the system is fully implemented, districts will be able to identify **Highly Effective** teachers for recognition such as:
 - Differentiated observation protocols
 - Expanded career pathways and leadership opportunities
 - Awards and recognition initiatives



Key Milestones

2013–14

Final pilot reports

Support for statewide implementation

Learning from implementation challenges

Learning from implementation results

Appropriate course adjustments

Potential additional regulatory changes

**2014–15
and
Beyond**

Cycle of continuous improvement

Ongoing data collection and analysis

Applying lessons learned and modifying practices as needed



FIND OUT MORE:

www.nj.gov/education/AchieveNJ
educatorevaluation@doe.state.nj.us
609-777-3788

Teacher Observation Requirements*

- **Long:** 40 minutes, with post-conference
- **Short:** 20 minutes, with post-conference

Teacher Categories		Total # of Observations	Observers
Non-Tenured	Years 1–2	3 (2 long, 1 short)	Multiple Observers Required
	Years 3–4	3 (1 long, 2 short)	
Tenured		3 (0 long, 3 short)	Multiple Observers Recommended

Notes:

- Corrective Action Plans: After the first year, teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation, and multiple observers are required.
- *Within the minimum requirements, all teachers must have at least one unannounced and one announced observation.*

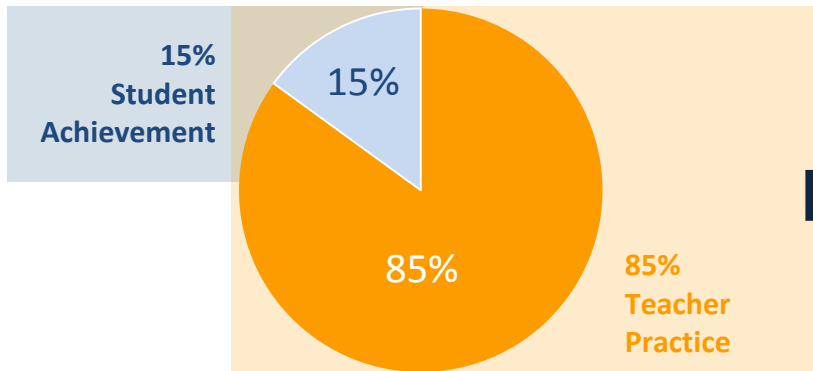


***NOT REQUIRED FOR SCHOOL LIBRARIANS**

Component Weighting: Non-Tested Grades

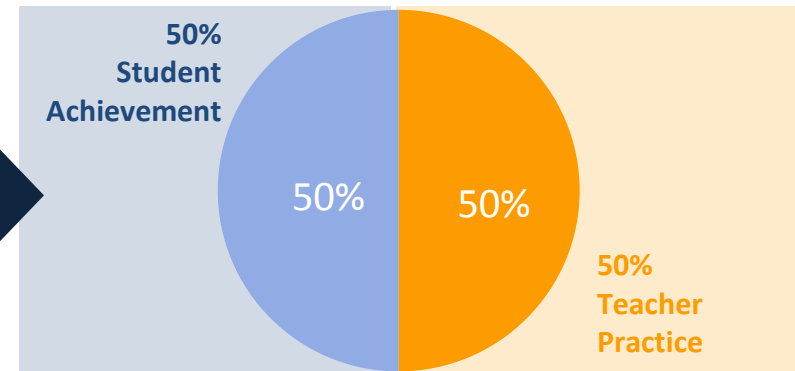
Teacher in Non-Tested Grades and Subjects: Student Achievement will be 15% in SY13-14, Teacher Practice will be 85%.

2013–14



- Teacher Practice
- Student Growth Objectives

Future Target*



- Teacher Practice
- Student Growth Objectives/ Other Measures of Student Learning



*The Department will look to incorporate other measures where possible and percentages will change as system evolves.