



Goals of EE4NJ

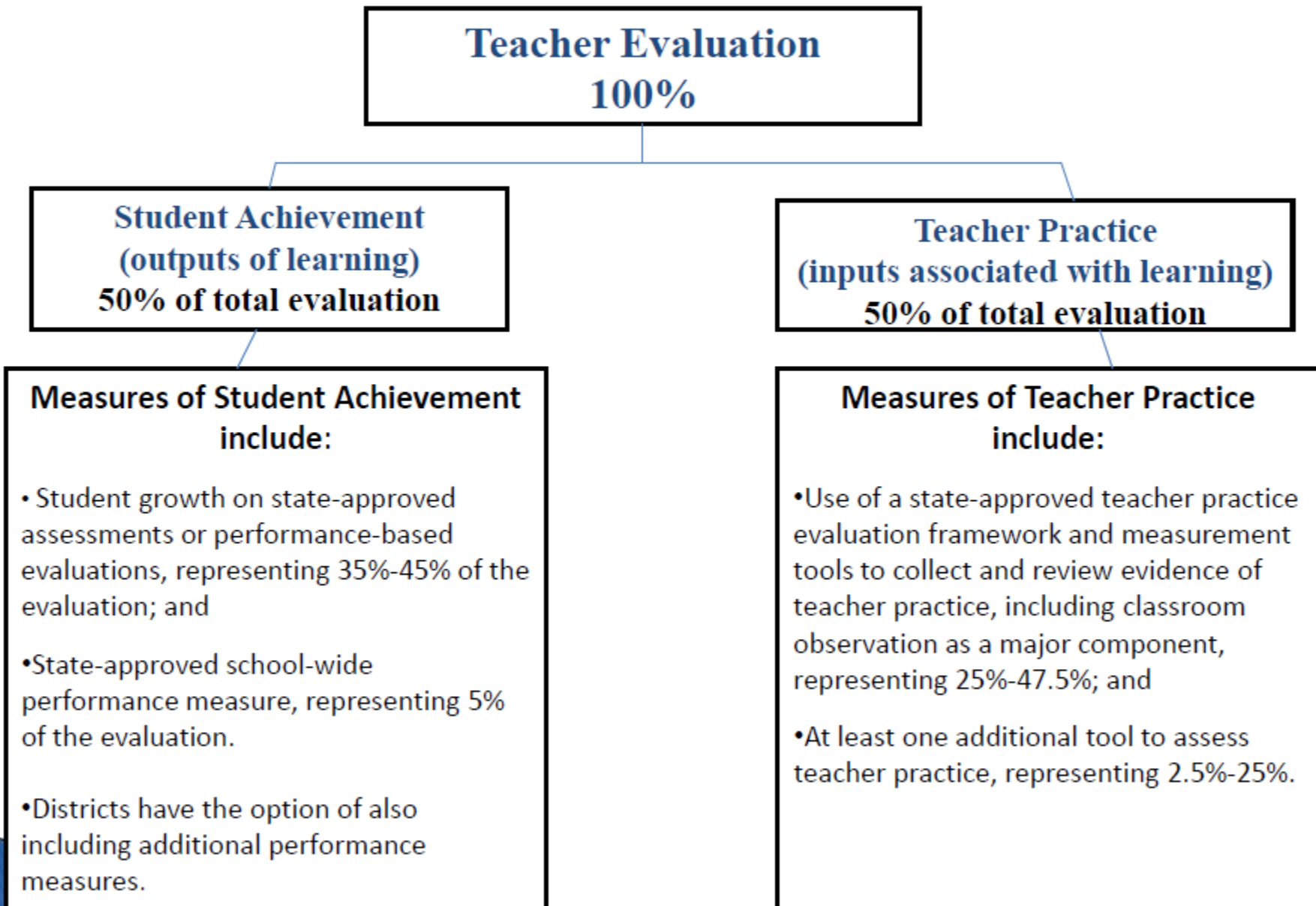
Increase student achievement

More accurately assess teaching effectiveness

Support continuous improvement

Facilitate collaborative culture

Teacher Effectiveness Evaluation System (p. 5)



EE4NJ Requirements

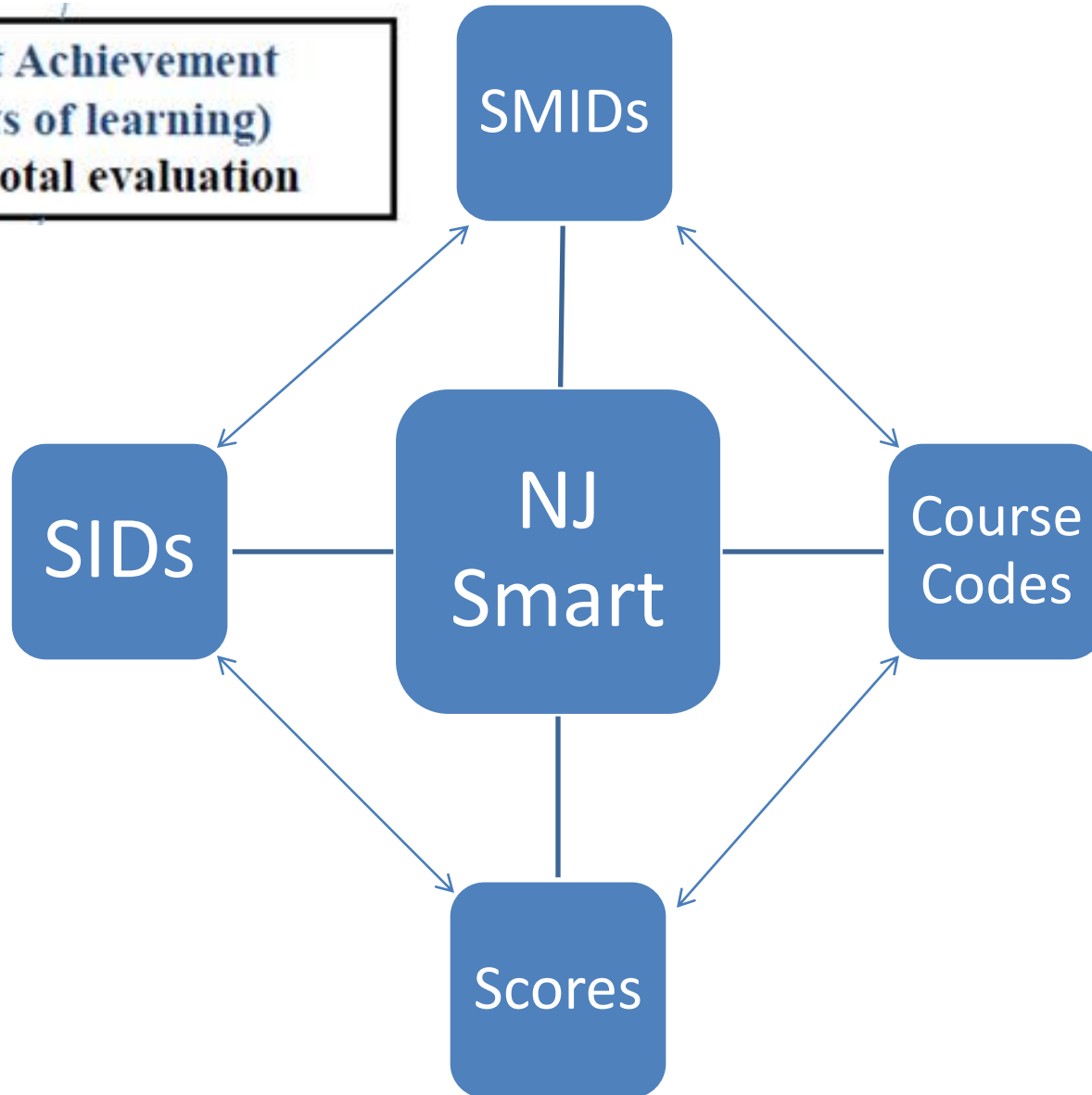
Student Achievement Components

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

Tested Subject and Grades

Non Tested Subjects and Grades

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



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

2012-2013

...“adoption of a research based observation framework and rubric that includes at least four differentiated levels of performance.”

Christopher D. Cerf

Acting Commissioner

February 8, 2012

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Enhancing PROFESSIONAL PRACTICE

A FRAMEWORK FOR TEACHING

2nd Edition

CHARLOTTE DANIELSON ▶

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MET
project

October 2010

BILL & MELINDA
GATES *foundation*

Danielson's Framework for Teaching for Classroom Observations

You Don't Know Charlotte

(But Everyone Else Does)

By MICHAEL YAPLE



While the rest of the nation is embracing Charlotte Danielson's framework for evaluating teachers, much of the Garden State is just getting to know this New Jersey resident.

Framework for Teaching



Domains

Components

Elements

The Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching:

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Domain 3: Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

The Classroom Environment

Figure 6.7

DOMAIN 2: THE CLASSROOM ENVIRONMENT **COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT**

Elements:

Teacher interaction with students • Student interaction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.



Teacher:		School:		Date:	
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Administrator:		Grade / Subject:	
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DOMAIN 1: PLANNING AND PREPARATION

	Ineffective	Partially Effective	Effective	Highly Effective
Demonstrating Knowledge of Content and Pedagogy				
Demonstrating Knowledge of Students				
Selecting Instructional Goals				
Demonstrating Knowledge of Resources				
Designing Coherent Instruction				
Assessing Student Learning				

Comments:

DOMAIN 2: THE CLASSROOM ENVIRONMENT
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	Ineffective	Partially Effective	Effective	Highly Effective
Creating an Environment of Respect and Rapport				
Establishing a Culture for Learning				
Managing Classroom Procedures				
Managing Student Behavior				
Organizing Physical Space				

Comments:



Families

Students

Educators

Community

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News

3/14/12 Number of Students and Districts Participating in the Christie Administration's Interdistrict Choice Program Increases for 2012-13 School Year

3/13/12 Christie Administration Announces \$14.5 Million Federal Grant to Support Ongoing Efforts to Expand High-Quality Charter Schools

3/7/12 Christie Cabinet Members Reinforce Administration's Initiative to Support Early Literacy by Participating in Annual "Read Across America" Events

3/7/12 State Board of Education Adopts Changes to Streamline QSAC Monitoring and to Put Increased Focus on Student Achievement. Health



Governor's Reform
Agenda



Public School Choice



Excellent Educators
for NJ (EE4NJ)



Taxpayers' Guide to
Education Spending



School Report Card

NJ State Board
of Education



Chris Cerf
Acting Commissioner
of Education



Ask DOE

Questions and Comments