



NAVIGATING AchieveNJ

an organizing playbook

Goals

- **1.** Empower members to take control of the evaluation system by organizing through their local associations.
 - Ensure that our members know the model in place in their district, know what the DEAC and ScIP are, and are educated on their role in the observation process.
 - Improve the functioning of the DEAC and ScIP.
 - Create a Local Evaluation Committee
- **2.** Engage and inspire parents to action through a sustainable community effort.
 - The goal in each community would be for parents to reach a tipping point where the majority of them become informed on the issues and are empowered to take action to stop AchieveNJ and PARCC because of their over-reliance and misuse of standardized tests and their negative impact on students.

Note to UniServ field reps:

This is a template created by the AchieveNJ Organizing Committee that may be used to organize locals around evaluation. Feel free to adjust or tailor these documents to make them work best for the needs of your specific local and region.



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Background

What is AchieveNJ?

In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.



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NJEA position statements

TEACH NJ Act is the new tenure reform law which NJEA supported as an alternative to proposals which would have virtually eliminated tenure and seniority for teachers. While NJEA fought for a separate law governing teacher evaluation, the TEACH NJ Act instead empowers the State Board of Education to adopt regulations creating a new teacher evaluation system. NJEA stands behind the law.

AchieveNJ is the regulatory teacher evaluation system adopted by the State Board. NJEA opposes the regulations based on flaws in the policy itself, widespread violations of the regulations as schools and districts have attempted to implement the regulations, and the failure of the Department of Education to enforce the regulations. In addition, NJEA remains concerned with the statistical validity of the Student Growth Percentiles (SGPs) created under the regulations.

The Common Core State Standards are the national curriculum standards, adopted by 43 states including New Jersey, which will be assessed through one of two national assessment systems – PARCC and Smart Balance. NJEA supports the Common Core, provided there is adequate time for educators to work together to adapt teaching materials and practices, as well as mechanisms to adjust the standards, as needed, based on practice.

PARCC is the online, computer-based national student assessment system New Jersey adopted to assess the Common Core. NJEA opposes PARCC unless funding is provided to districts to support the technology resources needed to properly administer the tests, and unless students, particularly in disadvantaged communities, are properly instructed on how to use the technology through which the tests are administered. In addition, the overall commitment of instructional time for standardized testing should be restricted at the school and district levels – there should be no expansion of PARCC, and students taking PARCC assessments should not be subjected to further standardized testing in the same year.



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Checklist of Critical Components

☐ 1. Does your local have a DEAC?

No _____
Actions

- ☐ Contact Your Field Rep.
- ☐ Get a DEAC established.
Strive for a highly effective DEAC
- ☐ Grievance – Association member participation only

Yes _____
Actions

- ☐ How effective is your DEAC?
(See pages 6 - 9)
- ☐ Use the rubric to identify strengths and weaknesses.
- ☐ Use the actions listed to help improve the effectiveness of your DEAC.

☐ 2. Does each school in your district have an active ScIP?

No _____
Actions

- ☐ Contact Your Field Rep.
- ☐ Work with administrators to establish ScIPs
- ☐ Use the rubric to identify best practices.
- ☐ Grievance where appropriate (i.e. was the association consulted on member selection, etc.).

Yes _____
Actions

- ☐ How effective is your ScIP?
(See pages 10 - 14)
- ☐ Use the rubric to identify strengths and weaknesses.
- ☐ Use the actions listed to help improve the effectiveness of your ScIP.

☐ 3. Does your local have a Local Evaluation Committee?

No _____
Actions

- ☐ Contact Your Field Rep.
- ☐ Establish a Local Evaluation Committee.
Strive for a highly effective Committee.

Yes _____
Actions

- ☐ How effective is your Local Evaluation Committee? (See pages 15 - 24)
- ☐ Use the rubric to identify strengths and weaknesses.
- ☐ Use the actions listed to help improve the effectiveness of your Local Evaluation Committee.



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DEAC Rubric

What is the DEAC?

Definition – District Evaluation Advisory Committee means a group created to oversee and guide the planning and implementation of the district board of education's evaluation policies and procedures.

<http://www.state.nj.us/education/AchieveNJ/deac/>

Why does the DEAC exist?

The DEAC makes recommendations and monitors the execution of the new evaluation system. A highly effective DEAC ensures that members will be treated fairly in evaluation. DEAC's are no longer required beginning in the 2018-2019 school year. Based on the extent of the work a DEAC should conduct, however, it is recommended that locals negotiate the DEAC as a permanent piece in the contract.




Purpose of this rubric: The purpose of this rubric is to assist local leadership in engaging administration in the formation of the DEAC committee. The regulations state that the formation of this committee is solely the purview of the superintendent. However, the Department of Education recognizes that for this committee to be successful in its mission, it must be representative of all stakeholders, not the least of which being faculty and association members. This document will aid association leadership in crafting arguments for creating a highly effective DEAC.

The rubrics below help local leaders:




1. Determine if the DEAC is present (*checklist*)
2. Determine the level of effectiveness of their DEAC (*rubric*)
3. Provide recommended actions to elevate the DEAC to the highest level (*Rationale & Actions*)

Checklist: Does your local have a DEAC?

No _____
Actions

-  Contact Your Field Rep.
-  Get a DEAC established.
Strive for a highly effective DEAC
-  Grievance – Association member participation only

Yes _____
Actions

-  How effective is your DEAC?
(See pages 6 - 9)
-  Use the rubric to identify strengths and weaknesses.
-  Use the actions listed to help improve the effectiveness of your DEAC.

HIGHLY EFFECTIVE

- ☐ 1. Meets regularly.
- ☐ 2. Sets agendas.
- ☐ 3. Transparent actions.
- ☐ 4. Approved minutes.
- ☐ 5. Uses an open process.
- ☐ 6. Follows Robert's Rules.
- ☐ 7. Develops a decision making process.
- ☐ 8. Decides in advance when an action is a recommendation or binding.
- ☐ 9. Develops a handbook or system of communication.
- ☐ 10. Establishes and monitors inter/intra rater agreement and reliability sets. Robust Controls for chance and bias.
- ☐ 11. Coordinates with members serving on SCLP.
- ☐ 12. Association nominates/appoints knowledgeable members.
- ☐ 13. Recognizes and aligned to the contract.
- ☐ 14. All identified stakeholders are on the committee. Input with the association on all stakeholders.
- ☐ 15. Elects chairperson among DEAC members.

EFFECTIVE

- ☐ 1. Meets regularly.
- ☐ 2. Sets agendas.
- ☐ 3. Mostly transparent.
- ☐ 4. Approved notes.
- ☐ 5. Mostly open process.
- ☐ 6. Follows own rules of order.
- ☐ 7. Develops a decision making process.
- ☐ 8. Decides in advance when an action is a recommendation or binding.
- ☐ 9. Develops a handbook or system of communication.
- ☐ 10. Establishes and monitors inter/intra rater agreement and reliability. Controls for bias.
- ☐ 11. Coordinates with SCLP.
- ☐ 12. Association input on representative.
- ☐ 13. Recognizes the contract.
- ☐ 14. All identified stakeholders are on the committee. Input with the association on all association DEAC members.
- ☐ 15. Elects chairperson among DEAC members.

PARTIALLY EFFECTIVE

- ☐ 1. Meets as needed.
- ☐ 2. Last minute agenda, not shared.
- ☐ 3. Somewhat transparent.
- ☐ 4. Notes taken.
- ☐ 5. Somewhat open process.
- ☐ 6. Sets some norms.
- ☐ 7. Poorly defined decision process.
- ☐ 8. Decides in the moment if a decision is binding.
- ☐ 9. Communicates in a disorganized way (Death by email, multiple memos).
- ☐ 10. Establishes and monitors inter/intra rater agreement and reliability. Fails to control for bias.
- ☐ 11. Seeks little input from SCLP.
- ☐ 12. No input on association representative.
- ☐ 13. Decisions not compared to contract.
- ☐ 14. Some stakeholders are missing.
- ☐ 15. Lack of a chairperson or superintendent automatically chairs.

INEFFECTIVE

- ☐ 1. Meets irregularly or not at all.
- ☐ 2. No agenda.
- ☐ 3. Not transparent.
- ☐ 4. Little to no documentation.
- ☐ 5. Not Open process (process is undefined).
- ☐ 6. No rules of order/norms.
- ☐ 7. No decision making process/important decisions made without input in a top-down fashion.
- ☐ 8. Binding decisions are undefined/assumed.
- ☐ 9. No communication.
- ☐ 10. Disregards rater reliability and bias.
- ☐ 11. Disregards SCLP.
- ☐ 12. No input on association representative.
- ☐ 13. Decisions disregard the contract.
- ☐ 14. Many stakeholders are missing.
- ☐ 15. Lack of a chairperson.

DEAC Rubric

Actions (Following the Highly Effective Column):

1. Meets Regularly:
 - a. Schedule meeting dates for the year.
 - b. Meet monthly at a minimum.
 - c. Publish dates for all stakeholders to view.
2. Publish and distribute detailed agendas prior to the meeting.
3. Transparent:
 - a. Hold open meetings where any stakeholder may attend and ask questions.
 - b. Provide notice when meetings will occur.
4. Publish and distribute minutes after they are approved by the committee.
5. Open Process:
 - a. Establish concrete goals for the DEAC.
 - b. Establish a system for communication.
6. Use Robert's Rules of order for clear communication guidelines.
(Important for large DEACs):
 - a. <http://robertsrules.org/>
7. Establish a decision making process:
 - a. Voting procedure.
 - b. Who calls for a vote.
 - c. How the decision will be captured and documented for the record.
8. Develop a process to differentiate between recommendations and binding decisions:
9. Create a district evaluation handbook:
 - a. Distribute to all stakeholders.
 - b. Where appropriate, negotiate process into contract.
 - c. Make available online and searchable.
10. Establishes methods to ensure inter/intra rater reliability to be executed by the ScIP:
 - a. Sample analysis of reliability for all co-observations.
 - i. percent agreement. *See Appendix A5.*
 - ii. Inter-rater reliability / KAPPA test
<http://tinycloud.com/o8zod23>
 - b. Comparative analysis of evaluation trends.
 - c. Annual analysis of percent agreement and reliability rates for all evaluators for the purpose of determining efficacy and PD needs. *See Appendix A5.*
 - d. Establish a minimum acceptable rate for percent agreement and a reliability score:
 - i. Establish protocols for collecting valid data.
 - ii. Establish actions for when rates fall below the minimum.
 - iii. Establish a calibration protocol for all evaluators to be done on a regular basis.
 - iv. Bargain that the district provide local leadership with percent agreement and reliability scores at least quarterly for percent agreement and annually for reliability.
 - v. Establish a means of viewing reliability over multiple years.








**Note – Districts that are asserting that teachers must show growth on evaluations are undermining the validity of evaluation data. Essentially, this constitutes an arbitrary evaluation.*

- e. All analysis should be shared with the ScIP to determine administrative PD needs.
- 11. Coordinates with ScIP:
 - a. DEAC teacher representative also serves on ScIP.
 - b. Solicits regular feedback from ScIP.
- 12. Association appoints highly knowledgeable members:
 - a. Knowledgeable of TEACHNJ act and AchieveNJ.
 - b. Knowledgeable and trained in evaluation model. Training should be equal to that of administration.
 - c. Knowledgeable of each domain within the evaluation tool.
- 13. All decisions made by DEAC and shared with local leadership in draft form to determine alignment with contract.
- 14. Refer to N.J.A.C. 6A:10-2.2 to determine if all identified stakeholders are represented:
 - a. File grievance to enforce.

DEAC Rubric

The District Evaluation Committee is established in New Jersey administrative code (regulation) provided by the NJ DOE and adopted by the State BOE

Rationale for these actions:

-  **N.J.A.C. 6A:10-1.2** Definitions: “District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the district board of education’s evaluation policies and procedures as set forth in **N.J.A.C. 6A:10-2.3**.
-  **N.J.A.C. 6A:10-2.2:** Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the school district board of education’s evaluation policies and procedures as set forth in this subchapter.
-  **6A:10-2.3** District Evaluation Advisory Committee:
 -  (a) Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the chief school administrator, a special education administrator, a parent, and a member of the district board of education.
 -  (b) The chief school administrator may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
 -  (c) Beginning in 2018-2019, the District Evaluation Advisory Committees shall no longer be required and district boards of education shall have the discretion to continue the Districts Evaluation Advisory Committee.
 -  DEAC Corner of AchieveNJ Website
<http://www.state.nj.us/education/AchieveNJ/deac/>

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ScIP Playbook Rubric

The SCiP is established by statute (state law) , adopted by the legislature, and signed by the governor.

What is the ScIP ?

Definition – School Improvement Panel means a group created by the principal consisting of, at a minimum, the principal (or designee), an assistant or vice principal. The ScIP has three main responsibilities including evaluation, overseeing mentoring of new teachers, and identifying professional development experiences.
<http://www.state.nj.us/education/AchieveNJ/scip/>

Why does the ScIP exist?

The ScIP is required to exist in each school building by TEACHNJ. It has several responsibilities as required by both law and regulation. The ScIP is responsible for monitoring evaluation in the school building, ensuring that all teachers who received a summative rating of partially effective or ineffective have a Corrective Action Plan in place for the following year. It is also responsible to conduct a mid year evaluation for teachers with a CAP. However, the teacher member(s) of the ScIP can participate in issues of evaluation only with the permission of the local association. NJEA has strongly advised local associations to NOT permit teacher members of the ScIP to be involved in evaluation.

The ScIP is also charged with monitoring the mentoring of new teachers and identifying professional development activities based on aggregated data from teacher evaluations.

Purpose of this rubric: The purpose of the rubric is to assist local leadership in engaging administration to ensure that there are effective ScIPs in place in each building that support best practices in evaluation, mentoring, and professional development as well as to be compliant with the law.

The rubrics below help local leaders:

1. Determine if ScIPs are active in each school building.
2. Determine whether the ScIPs are acting in compliance with the law and regulations.
3. Provide recommended actions to elevate the ScIP to the highest level by engaging in best practices while remaining in compliance with statute and regulation.

☐ Checklist: Does each school in your district have an active ScIP?

No _____
Actions

- ☐ Contact Your Field Rep.
- ☐ Work with administrators to establish ScIPs
- ☐ Use the rubric to identify best practices.
- ☐ Grievance where appropriate.

Yes _____
Actions

- ☐ How effective is your ScIP?
(See pages 11 - 14)
- ☐ Use the rubric to identify strengths and weaknesses.
- ☐ Use the actions listed to help improve the effectiveness of your ScIP.

HIGHLY EFFECTIVE

- ☐ 1. Association has informed the superintendent in writing that association members will not be involved in individual evaluations.
- ☐ 2. Composed of a majority of teachers nominated by the association.
- ☐ 3. Association has meaningful input in the naming of teacher members of the SCIP.
- ☐ 4. Administrators do not attempt to share individual evaluation information. The association has notified the superintendent of this, and the administrators on the committee respect it. Teacher members enforce confidentiality.
- ☐ 5. Teacher members are not involved in Corrective Action Plans.
- ☐ 6. Meets on a regular basis. Decision making process is clearly defined.
- ☐ 7. Reviews aggregate observation data.
(This is the teacher's role. You can't help to form the PD if you don't have this.)
- ☐ 8. Uses aggregated data to test for inter-rater reliability. If it's too low, there should be PD for the administrative staff who are doing observations.
- ☐ 9. Gets qualitative input from the staff on what they feel their PD needs are. PD supports a collaborative process (PLCs). PD is conducted through a collaborative process.
- ☐ 10. Creates plans respectful of regs and research.
- ☐ 11. Monitors mentoring training and process.
- ☐ 12. Mentor/mentee meetings and training occur regularly.

EFFECTIVE

- ☐ 1. Association has informed the superintendent in writing that association members will not be involved in individual evaluations.
- ☐ 2. Composed of one or more teacher members (1/3 preferred) with input from the association.
- ☐ 3. N/A
- ☐ 4. Administrators do not attempt to share individual evaluation information. The association has notified the superintendent of this, and the administrators on the committee respect it. Teacher members enforce confidentiality.
- ☐ 5. Teacher members are not involved in Corrective Action Plans.
- ☐ 6. Meets on a regular basis. Decision-making process loosely defined but still in writing.
- ☐ 7. Reviews aggregate observation data.
- ☐ 8. N/A
- ☐ 9. Gets qualitative input from the staff on what they feel their PD needs are.
- ☐ 10. Creates plans respectful of regs – not necessarily research.
- ☐ 11. Monitors mentoring training and process.

PARTIALLY EFFECTIVE

- ☐ 1. Association did not notify the superintendent in writing that members will not be involved in individual evaluations.
- ☐ 2. N/A
- ☐ 3. Teacher member is appointed by administration.
- ☐ 4. N/A
- ☐ 5. Teacher member exposed to evaluation data/CAP discussions.
- ☐ 6. Meets as needed. Poorly defined decision making process.
- ☐ 7. Has little input into professional development. Input is not tied to data.
- ☐ 8. N/A
- ☐ 9. PD is top-down.
- ☐ 10. N/A
- ☐ 11. Failure to monitor mentor/new staff training process.

INEFFECTIVE

- ☐ 1. Association did not address members involved in evaluation discussions.
- ☐ 2. N/A
- ☐ 3. N/A
- ☐ 4. No distinction between teacher and administrative behavior. Teacher actively participates in evaluation discussions.
- ☐ 5. No notification from association to the superintendent or association approves peer evaluation.
- ☐ 6. Irregular meetings. No or poorly defined decision-making process.
- ☐ 7. Lack of faculty trust in the teacher member. PD is arbitrary.

ScIP Rubric

Actions (Following the Highly Effective Column):

1. Use the sample letter to superintendents to inform administration that the teacher member of the ScIP will not be involved in evaluation.
2. Composed of a majority of teachers: The regulatory requirement is for at least 1/3 of the members of the ScIP to be teachers, so that is the only number that is enforceable. However, this is a MINIMUM, not a maximum. While advocating that teachers representing all levels or all departments in a building may well cause the teacher member number to exceed 1/3, a highly functioning ScIP would include representation at all levels in a building.
3. Association has meaningful input: There have been several models for Association input for ScIP membership beyond the Association providing a list of nominees for the committee. Among these are:
 - a. Association creates an application for ScIP membership and uses those applications to create recommendations to the principal.
 - b. Association runs an election (using the same methodology it used for LPDC and SPDC)
 - c. Local president or Head AR interview candidates with the principalThese are all examples that have actually been done in schools across the state. A local association can advocate one of these or create another mechanism to ensure that the teacher members of the ScIP represent an Association point of view.
4. and 5. At the first meeting of the ScIP, suggest that the committee develop norms for operation. Decide how the meetings can be structured so there is not discussion of individual evaluation information while the teacher member is present. For example, there can be a discussion of aggregated data and the development of professional development offerings as well as the mentoring program in the building at the beginning of the meeting, and administrators can save discussion of individual teacher evaluations for the second half of the meeting.
6. Develop a schedule of meetings and a protocol for developing agendas for each meeting.
7. Review aggregated data for professional development needs: The model provider software, such as Teachscape, should be able to construct reports on aggregated data that can be used for professional development needs.
8. Use the tools below to determine inter rater reliability and percent of agreement for administrative staff involved in evaluations. Teacher member of the ScIP can also work with the Association Evaluation Committee to gather any data that cannot be ascertained by the district model's tools.
9. The teacher member of the ScIP should work with the Association to survey members to get a sense of teacher reported needs for professional development. Information from professional learning communities can also be used to assess staff needs in terms of professional learning. The teacher member of the ScIP should understand the components of high quality, collaborative, effective professional learning and advocate for this as a member of the ScIP.
10. With support from the Association, the teacher member of the ScIP stays current on regulatory changes as well as research in the best uses of professional learning.
11. Monitor the district and school mentoring plan and training to ensure that all aspects align with both regulations and the collective bargaining agreement. Make recommendations to the Association Collective Bargaining team to align contractual requirements with best practices in mentoring and new teacher induction.
12. Monitor mentoring logs to ensure that mentors and novice teachers are meeting on a regular basis. Advocate for the confidentiality of the mentor/novice teacher relationship by insisting that mentor logs only include the dates and times of meetings.

ScIP Rubric

Rationale for these actions:

These are the Statutory (TEACHNJ) and the regulatory references for the creation of the School Improvement Panel along with its purpose and required duties.

TEACHNJ

C.18A:6-120 School improvement panel.

- 12. a.** In order to ensure the effectiveness of its teachers, each school shall convene a school improvement panel. A panel shall include the principal, or his designee, an assistant or vice-principal, and a teacher. The principal's designee shall be an individual employed in the district in a supervisory role and capacity who possesses a school administrator certificate, principal certificate, or supervisor certificate. The teacher shall be a person with a demonstrated record of success in the classroom who shall be selected in consultation with the majority representative. An individual teacher shall not serve more than three consecutive years on any one school improvement panel. In the event that an assistant or vice-principal is not available to serve on the panel, the principal shall appoint an additional member to the panel, who is employed in the district in a supervisory role and capacity and who possesses a school administrator certificate, principal certificate, or supervisor certificate.

Nothing in this section shall prevent a district that has entered a shared services agreement for the functions of the school improvement panel from providing services under that shared services agreement.

- b.** The panel shall oversee the mentoring of teachers and conduct evaluations of teachers, including an annual summative evaluation, provided that the teacher on the school improvement panel shall not be included in the evaluation process, except in those instances in which the majority representative has agreed to the contrary. The panel shall also identify professional development opportunities for all instructional staff members that are tailored to meet the unique needs of the students and staff of the school.
- c.** The panel shall conduct a mid-year evaluation of any employee in the position of teacher who is evaluated as ineffective or partially effective

in his most recent annual summative evaluation, provided that the teacher on the school improvement panel shall not be included in the mid-year evaluation process, except in those instances in which the majority representative has agreed to the contrary.

- d.** Information related to the evaluation of a particular employee shall be maintained by the school district, shall be confidential, and shall not be accessible to the public pursuant to **P.L.1963, c.73 (C.47:1A-1 et seq.)**, as amended and supplemented.

REGULATION:

N.J.S.A. 6A:10-2.2 Duties of district boards of education

- (a)** Each district board of education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

5. Ensure the principal of each school within the school district has established a School Improvement Panel pursuant to **N.J.A.C. 6A:10-3.1**. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

7. Ensure that each principal in the district certifies that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in **N.J.A.C. 6A:10-2.4(h)**, **4.4**, and **5.4**, shall meet the statutory observation requirements of **N.J.S.A. 18A:6-119**, **18A:6-123.b(8)**, and **18A:27-3.1** and the teacher member of the school improvement panel requirements of **N.J.A.C. 6A:10-3.2**.

N.J.S.A. 6A:10-2.5 Corrective action plans for all teaching staff

- (g)** The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by **N.J.S.A. 18A:6-120.c**. The mid-year evaluation shall occur approximately midway between the development of the CAP* and the expected receipt of the next summative rating.

(continued on next page)

SCLP Rubric

Rationale for these actions: *(continued from previous page)*

SUBCHAPTER 3. SCHOOL IMPROVEMENT PANEL

N.J.A.C. 6A:10-3.1 School Improvement Panel membership

- (a) The School Improvement Panel shall include the principal, a vice principal, and a teacher who is chosen in accordance with (b) below by the principal in consultation with the majority representative. If an Assistant Principal (AP) or Vice Principal (VP) is not available to serve on the panel, the principal shall appoint an additional member who is employed in the school district in a supervisory role and capacity in accordance with **N.J.A.C. 18A:6-120A**. The principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and **N.J.S.A. 18A:6-120.a** and the teacher(s) on the panel represents at least one-third of its total membership.
- (b) The principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:
 - 1. The teacher member shall be a person with a demonstrated record of success in the classroom. Beginning in school year 2015-2016, a demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.
 - 2. The majority representative, in accordance with (a) above, may submit to the principal teacher member nominees for consideration.
 - 3. The principal shall have final decision-making authority and is not bound by the majority representative's list of nominees.
- (c) The teacher member shall serve a full school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.
- (d) All members of the School Improvement Panel shall be chosen by August 31 of each year.

N.J.A.C. 6A:10-3.2 School Improvement Panel responsibilities

- (a) The School Improvement Panel shall:
 - 1. Oversee the mentoring of teachers according to **N.J.A.C. 6A:9-C 5.3 (a) 2** and support the implementation of the school district mentoring plan;
 - 2. Conduct evaluations of teachers pursuant to **N.J.A.C. 6A:10-2.4** and **4.4**;
 - 3. Ensure corrective action plans for teachers are created in accordance to **N.J.A.C. 6A:10-2.5**; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and
 - 4. Identify professional development opportunities for all teaching staff members based on the review of aggregate school-level data, including, but not limited to, educator evaluation and student performance data to support school-level professional development plans described in **N.J.A.C. 6A:9C4.2**.
- (b) To conduct observations for the purpose of evaluation, the teacher member shall have:
 - 1. Agreement of the majority representative;
 - 2. An appropriate supervisory certificate; and
 - 3. Approval of the principal who supervises the teacher being observed.
- (c) The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under **N.J.A.C. 6A:9C-4.2**.



NAVIGATING AchieveNJ an organizing playbook

Local Evaluation Committee Playbook Rubric



Purpose of this rubric: The purpose of this rubric is to assist local leadership in the formation of a Local Evaluation Committee. Every school will have a functioning Local Evaluation Committee in order to help members advocate and organize around evaluation. In order to be successful, members must know the model their district has selected, the terminology of their model, and domains that apply to their chosen model. The Local Evaluation Committee will help members do this. The evaluation committee will also gather evidence around the content of evaluations and analyze that content for Evaluator bias to ensure appropriate execution of the evaluation tool and serve as evidence should a member's performance be called into question.

The rubrics below help local leaders:




1. Determine if the Local Evaluation Committee is present (*checklist*)
2. Determine the level of effectiveness of their Local Evaluation Committee (*rubric*)
3. Identify weaknesses to be strengthened

Checklist: Does your local have a Local Evaluation Committee?

No _____
Actions

-  Contact Your Field Rep.
-  Get a Local Evaluation Committee established. Strive for a highly effective Committee.

Yes _____
Actions

-  How effective is your Local Evaluation Committee? (*See pages 16 - 24*)
-  Use the rubric to identify strengths and weaknesses.
-  Use the actions listed to help improve the effectiveness of your Local Evaluation Committee.

Local Evaluation Committee Rubric

HIGHLY EFFECTIVE

- 1. The committee operates in every building with a district level component.
- 2. **New involvement is present**
(Encourage involvement from any member who would be a good fit for the committee)
- 3. A robust and systemic method of data collection is in place.
- 4. A rebuttal/response team is in place in all buildings with a district level component for analysis.
- 5. A rebuttal/response is written to every observation (good and bad).
- 6. Domain experts are identified through evaluation data analysis and provide training and coaching.
- 7. A profile on administrator biases has been created by tracking their data trends, and this is communicated to DEAC/membership.
- 8. Administrators are aware that evaluation content is being collected and analyzed for inter/intra reliability and evaluator agreement.
- 9. The committee meets on a regular basis.
- 10. Sharing occurs internally and externally (between buildings and with administrators).
- 11. The committee is connected to the association.
- 12. Buy-in and active participation from members.
- 13. The committee is incorporated in the association's constitution and/or bylaws.
- 14. Mentors serve on the committee, which is open to all members.

EFFECTIVE

- 1. The committee operates in every building.
- 2. A cross section of members is present.
- 3. Consistent data collecting mechanisms are present.
- 4. A rebuttal/response team is in place in most buildings with a district-level component.
- 5. Rebuttals/responses are written to most evaluations.
- 6. Domain experts self-identified and provide training and coaching.
- 7. A profile on administrator biases has been created through anecdotal data and this is communicated to membership.
- 8. Administrators are aware that evaluation content is being monitored.
- 9. The committee meets on a regular basis.
- 10. The committee empowers leadership to disseminate information.
- 11. A culture of sharing and trust is established.
- 12. Buy-in from members exists.
- 13. The committee formed through a motion and vote.
- 14. Open to all members.

PARTIALLY EFFECTIVE

- 1. The committee operates in some buildings yet there is one overall Evaluation Committee for the entire local.
- 2. Composed of the usual volunteers. Many members of the committee are already involved in association.
- 3. Inconsistent data collection.
- 4. A rebuttal/response team is in place at the district level only.
- 5. Rebuttals/responses are written to most negative evaluations.
- 6. Domain experts self-identified and provide advice.
- 7. A profile on administrator biases has not been created.
- 8. Evaluation content is being collected but not monitored.
- 9. The committee meets on an annual or as-needed basis. Inconsistent meeting schedule.
- 10. Inconsistent communication with association leadership.
- 11. A lack of trust.
- 12. Limited buy-in from members or participation.
- 13. Committee is formed by a group of volunteers.
- 14. Open to all members but cliquish.

INEFFECTIVE

- 1. The committee operates on the district level; may exist in name only.
- 2. Composed of local leaders only.
- 3. No mechanisms for meaningful data collection are present.
- 4. Inconsistent or no assistance is offered to members in rebuttal/response writing.
- 5. Rebuttals/responses are written to some negative evaluations or not at all.
- 6. Domain experts not identified.
- 7. A profile on administrator biases has not been created.
- 8. Evaluation data is not being collected.
- 9. Meets rarely.
- 10. Little to no communication with association leadership.
- 11. Lack of sharing or trust or committee violates trust.
- 12. Limited buy in from members.
- 13. Subcommittee of leadership.
- 14. Appointed by leadership consisting only of select people (elitist).

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

MEETING 1 - Field Implementation

UniServ field reps should set up a meeting with the local's executive committee to begin the process of creating a Local Evaluation Committee. A sample agenda has been included. Introduce association executive committee members to the concept of an evaluation committee.

Meet with the association executive committee.





- Hand out NJEA's position on AchieveNJ.
- Hand out the NJEA produced rubrics on the DEAC and ScIP.
 - Guide the local through the rubrics to determine their status.
 - If DEAC and/or ScIP issues arise as a result of the rubric, address those needs later in order to keep the meeting moving. The main goal is to set up the Local Evaluation Committee.
- Give rationale for establishing a Local Evaluation Committee. The committee's function will be to help members advocate and organize around evaluation.
 - Share the Local Evaluation Committee rubric (*see supporting document*).
- Recommend that the Local Evaluation Committee be added to association's constitution and bylaws.
- Initially, the Local Evaluation Committee will consist of two teams:
 - Rebuttal/response Writing Team: The committee will be asking every member to write a rebuttal/response to every evaluation – even if the rebuttal/response is just to say, “thank you for your comments.” Doing this on every evaluation gives every member a voice in the process. This team will assist members with this task.
 - Why is this important? Often the word “rebuttal” has a negative connotation. However, it is imperative that a complete picture of the observation be captured because there are two sides to it. Moving forward, every observation must have a rebuttal/response. In other words, all members respond, not just some members.
 - Data Collection Team: The association will create an evaluations database by collecting all members' observations.
 - This will serve multiple purposes, including:
 - Identifying administrators' trends (*i.e. their observation styles, etc.*).
 - Identifying procedural errors made by administrators.
 - Identifying members who are “domain experts.”
 - Domain experts could be those members within the local that have the highest scores in areas of the rubric.
 - Some of the domains are not measurable in the classroom (*in Danielson: 1 and 4 are not measurable in the classroom*).
 - Data can be collected through various methods, including a Google Doc, Excel document, Word document, or hard copies.
 - See GForm Rater Track video for a tutorial on using Google Docs: <http://www.njea.org/achievenjorganizing>
 - See the [njea.org](http://www.njea.org) document, “creating a PRIDE database”: <http://tinyurl.com/m8kqo9f>
 - Why is this important? Collecting data will empower members to take ownership of their evaluation with assistance from the local association. This will give members a voice in the process. For example, consider the old saying, “drive the bus or be hit by it.”
- Potential Branches of the committee: community outreach efforts. How will your local partner with the community around evaluation/testing issues?

(continued on next page)

Local Evaluation Committee Rubric

MEETING 1 - Field Implementation: *(continued from previous page)*

Association Homework

-  The association will determine who will chair the Committee.
-  Association leaders will return to their buildings to recruit potential committee members (a goal of five to six members per building on each team is adequate (see the supporting document, “Potential team members”).
-  Ask members one-on-one to help and try not to target the same people who always do everything. Working with your regional UniServ office, trainings will be offered on the roles and responsibilities of the teams (see the supporting document “Tips for recruiting and retaining volunteers”).
-  Set up a meeting with your potential team members. Be in contact with your UniServ office when selecting a date; your UniServ office will facilitate the training.

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

MEETING 2 - Field Implementation

UniServ field reps will meet with potential team candidates who were selected by the association. UniServ reps will help explain the process of creating a Local Evaluation Committee. A sample agenda has been included on Appendix A.

Meet with the Local Evaluation Committee.

- Hand out NJEA's position on AchieveNJ.
- Hand out the NJEA produced rubrics on the DEAC and ScIP (see supporting documents).
- Give rationale for establishing a Local Evaluation Committee. The committee's function will be to help members advocate and organize around evaluation.
 - Share the Local Evaluation Committee rubric (see supporting document).
- Initially, the Local Evaluation Committee will consist of two teams:
 - Rebuttal/response Writing Team: The committee will be asking every member to write a rebuttal/response to every evaluation – even if the rebuttal/response is just to say, “thank you for your comments.” Doing this on every evaluation gives every member a voice in the process. This team will assist members with this task.
 - Why is this important? Often the word “rebuttal” has a negative connotation. However, it is imperative that a complete picture of the observation be captured because there are two sides to it. Moving forward, every observation must have a rebuttal. In other words, all members respond, not just some members.
 - Data Collection Team: The association will create an evaluations database by collecting all members' observations.
 - This will serve multiple purposes, including:
 - ▶ Identifying administrators' trends (i.e. their observation styles, etc.).
 - ▶ Identifying procedural errors made by administrators.
- ▶ Identifying members who are “domain experts.”
 - Domain experts could be those members within the local that have the highest scores in areas of the rubric.
 - Some of the domains are not measurable in the classroom (*in Danielson: 1 and 4 are not measurable in the classroom*).
- ▶ Data can be collected through various methods, including a Google Doc, Excel document, Word document, or hard copies.
- ▶ See GForm Rater Track video for a tutorial on using Google Docs: <http://www.njea.org/achievenjorganizing>
- ▶ See the njea.org document, “creating a PRIDE database”: <http://tinyurl.com/m8kqo9f>
- ▶ Why is this important? Collecting data will empower members to take ownership of their evaluation with assistance from the local association. This will give members a voice in the process. For example, consider the old saying, “drive the bus or be hit by it.”
- ▶ The teams will need to establish a system for sharing observations and data with each other. Also, will the team send a confirmation message to members after they submit an observation?
- Potential Branches of the committee: community outreach efforts. How will your local partner with the community around evaluation/testing issues?

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Local Evaluation Committee Rubric

MEETING 2 - Field Implementation: *(continued from previous page)*

- Local Evaluation Committee meetings:
 - See accompanying agendas for follow-up meetings. The Committee should meet at least quarterly.
- Communication with members.
 - Determine how each school committee/team will communicate the work of their committees with members.
 - Association website.
 - Newsletter.
 - Email (to home email addresses)
 - 10-minute meeting.
 - How often will the committee communicate with members?
 - Each month?
 - What will be communicated?
(i.e. “we have 50 administrative procedural errors now documented,” etc.)

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

TRAINING 1 - Field Implementation

UniServ field reps will provide rebuttal/response writing training to the Local Evaluation Committee Rebuttal/Response Team members. Please feel free to use your regional office's resources on rebuttal/response writing.

INTERACTIVE REBUTTAL/RESPONSE WRITING TRAINING PROVIDED TO COMMITTEE MEMBERS AS A LARGE GROUP.

- Every evaluation should have a written response, etc.
- See NJEA Resource Guide on Evaluation for Teachers: <http://tinyurl.com/lw2jnm5>

At this training, the members should personalize the Rebuttal/Response Team handout (see *supportive document "How the team will operate" [Appendix A3]*) with team members' names. Only the second page of this document should be shared with members (at June's general membership meeting).

TRAINING 2 - Field Implementation

UniServ field reps will hold a dialogue on data collection training with the Local Evaluation Committee Data Team members (*NOTE: this is not to be considered a formal training*). Please feel free to use your region's resources on data collection. For example, one strategy might be to use Excel to create a collection of trending comments that each administrator makes.

Most importantly, the local needs to work with its data collection team to determine how team members would like to collect their data and move forward and create a database on administrators' trends, procedural errors (did the administrator leave before 20 minutes, was the administrator late in returning the observation, etc.), and members' scores in order to identify domain experts.

DATA COLLECTION TRAINING FOR COMMITTEE MEMBERS AS A LARGE GROUP.

- How to collect data.
 - Google docs.
 - Excel.
 - Hard copy/white out names/identifications.
 - See GForm Rater Track video for a tutorial on using Google Docs: <http://tinyurl.com/o46b7pf>.
 - See the *njea.org* document, "creating a PRIDE database": <http://tinyurl.com/m8kqo9f>
- Data outcome goals:
 - Find/identify domain experts.
 - Invite the identified domain experts to join the committee.
- Experts should be willing to tutor/coach members in their building on their domain and specific administrator's tendencies.
 - Identify the trends of each administrator.
 - Why is this important? Collecting data will empower members to take ownership of their evaluation with assistance from the local association. This will give members a voice in the process. For example, consider the old saying, "drive the bus or be hit by it."
 - Identify procedural errors that may be useful in future actions (*i.e. tenure charge hearings, grievances, Corrective Action Plans [CAPs], etc.*)

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

MEETING 3 - Field Implementation

UniServ field reps will provide guidance to leaders as they prepare for the general membership meeting. This meeting is important. Local leaders must work to get the members on board so that teams can collect what observations they have. This will start the data collection, build the database, and allow the Rebuttal/Response Team to practice. A sample agenda has been included.

GENERAL MEMBERSHIP MEETING

- Share NJEA's position on AchieveNJ.
- Provide a brief overview of the DEAC and ScIP committees.
- Share the rationale for establishing a Local Evaluation Committee. The committee's function will be to help members advocate and organize around evaluation.
- Give:
 - Personalized local Rebuttal/Response Team handout with team members' names (*completed during the rebuttal/response team training*)
 - NJEA Resource Guide on Evaluation for Teachers: <http://tinyurl.com/lw2jnm5>
 - Show members where this is located on njea.org.
 - Show "Observation log 2" on page 15.
- Introduce the Local Evaluation Committee. Explain:
 - Rebuttal Writing Team: The committee will be asking every member to write a rebuttal/response to every evaluation – even if the rebuttal/response is just to say, "thank you for your comments." Doing this on every evaluation gives every member a voice in the process. This team will assist members with this task.
 - Why is this important? Oftentimes the word "rebuttal" has a negative connotation. However, it is imperative that a complete picture of the observation be captured because there are two sides to it. Moving forward, every observation must have a rebuttal. In other words, all members respond, not just some members.
 - Data Collection Team: The association will create an evaluations database by collecting all members' observations.
 - This will serve multiple purposes, including:
 - Identifying administrators' trends (*i.e. their observation styles, etc.*).
 - Identifying procedural errors made by administrators.
 - Identifying members who are "domain experts."
 - Why is this important? Collecting data will empower members to take ownership of their evaluation with assistance from the local association. This will give members a voice in the process. For example, consider the old saying, "drive the bus or be hit by it."
 - Offer details on how your local is now looking to change the prevalent culture of not sharing observations. You might state that you "need to share and support each other. Evaluations are tied to tenure and your career. This will help to build your 'safety net.'"
 - The Committee will be identifying "domain experts." You may be asked to step forward to help your colleagues who may be in need.
 - Define "domain experts."
 - Why is this important? Identifying these experts will help others in the local and give all a voice in the evaluation process.

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

MEETING 4 - Field Implementation

UniServ field reps can attend the following meetings to provide guidance. However, the local needs to run the meetings from this point forward. A sample agenda has been included in Appendix A.

THE ASSOCIATION EVALUATION COMMITTEE WILL MEET TO DISCUSS THE FOLLOWING:

- ☐ What's working and what's not? Assess progress, by building, on both rebuttal writing and data collection.
- ☐ Determine if additional assistance is needed – buildings can share successes and challenges and work together to adjust; does NJEA need to provide additional training/provide further assistance?
- ☐ What is participation from members? Are observations being turned in? Communicate this to members.
- ☐ How many rebuttals/responses have been written.
- ☐ How many data errors have been identified?
- ☐ Does the local have any domain experts?
- ☐ Are identifiable trends being noticed per administrator?
- ☐ Teams will prepare updates to be presented to executive committee.
- ☐ How is the committee communicating their results with the membership?

MEETING 5 - Field Implementation

UniServ field reps can attend the following meetings to provide guidance. However, the local needs to run the meetings from this point forward. A sample agenda has been included.

THE ASSOCIATION EVALUATION COMMITTEE WILL MEET

- ☐ What's working and what's not? Assess progress by building on both rebuttal/response writing and data collection.
- ☐ Determine if additional assistance is needed – buildings can share successes and challenges and work together to adjust; does NJEA need to provide additional training/provide further assistance?
- ☐ Observations should be completed.
 - From <http://tinyurl.com/jbezjnf>: "Each teacher shall be observed at least two times during each school year."
- ☐ What is participation from members? Are observations being turned in? Communicate this to members.
- ☐ How many rebuttal/responses being written.
- ☐ How many data errors have been identified?
- ☐ Does the local have any domain experts?
- ☐ Are identifiable trends being noticed per administrator?
- ☐ How is the Committee communicating their results with the membership?

Local Evaluation Committee Rubric

Actions (Following the Highly Effective Column):

UniServ field reps can attend the following meetings to provide guidance. However, the local needs to run the meetings from this point forward. A sample agenda has been included.

MEETING 6 - Field Implementation

THE ASSOCIATION EVALUATION COMMITTEE WILL MEET

- What's working and what's not? Assess progress, by building, on both rebuttal/response writing and data collection.
- Determine if additional assistance is needed – buildings can share successes and challenges and work together to adjust; does NJEA need to provide additional training/provide further assistance?
 - Observations should be completed.
 - From <http://tinyurl.com/jbezjnf>: “Each two times during each school year.”
 - What is participation from members? Are observations being turned in? Communicate this to members.
- How many rebuttal/responses being written.
- How many data errors have been identified?
- Does the local have any domain experts?
- Are identifiable trends being noticed per administrator?
- How is the committee communicating their results with the membership?
- Potential future meeting topics to prepare for:
 - Is the committee reporting to the membership and the executive committee a year end report of its findings?
 - Is the committee conducting member surveys?

MEETING 7 - Field Implementation

THE ASSOCIATION EVALUATION COMMITTEE WILL MEET

- What's working and what's not? Assess progress by building on both rebuttal writing and data collection.
- Determine if additional assistance is needed – buildings can share successes and challenges and work together to adjust; does NJEA need to provide additional training/provide further assistance?
 - Observations should be completed.
 - From <http://tinyurl.com/jbezjnf>: “Each teacher shall be observed at least two times during each school year.”
 - What is participation from members? Are observations being turned in? Communicate this to members.
- How many rebuttal/responses being written.
- How many data errors have been identified?
- Does the local have any domain experts?
- Are identifiable trends being noticed per administrator?
- Is the Committee reporting to the membership and the executive committee a year end report of its findings?
- Is the Committee conducting member surveys?



NAVIGATING AchieveNJ an organizing playbook

Tips for your association to organize a community meeting

When our communities are empowered, we can engage them toward other goals. NJEA has designed resources to assist local associations in organizing community meetings. Through this effort, local associations can encourage parents and community members to attend these meetings, engage them with a relevant presentation, and inspire them to action through a sustainable community effort.

The goal in each community is for parents to reach a tipping point where the majority of them become informed on the issues and are empowered to take action. Local associations in Montclair and Highland Park have already had great success in building solidarity among members, parents, and even students.

These meetings with parents are opportunities for community outreach. They will help improve community relations and boost the perception of the association as a partner in helping parents become more involved in their children's educations and working for their success.

These meetings also will help you identify areas of concern for parents, as well as emphasize your ability to assist them in advocating for their children. It's a way of taking the pulse of these parents and assessing and addressing their feelings towards standardized testing.

PRE-MEETING ACTIVITIES:

- Make sure there is one person – not the president – who oversees the community organizing project.
- Set up a team to put the meeting together. Make sure the team includes:
 - a chairperson.
 - 2-3 other members, ideally who are also parents in that community. This will give you an advantage in recruiting parents for the meetings, as well as additional insight into parents' concerns.
- The meeting committee will need to:
 - Find a site that:
 - is convenient for parents;
 - has parking or is accessible through public transportation;
 - has a room big enough for the group that you anticipate.
 - Make arrangements for child care. Ask members to volunteer their time to conduct a project/activity with the kids while their parents attend the forum. Make sure there are sufficient staff members to oversee the children. The child care arrangement should be close to the room where the forum is being held.
 - Provide light refreshments.
 - Limit the program so that it can take place in one hour. After an hour, let people know they can leave but that members will stay to answer additional questions.

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NAVIGATING AchieveNJ an organizing playbook

Tips for your association to organize a community meeting

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- Do your research
 - What's the story in this town? What are the eye-catching anecdotes?
 - Important: Have some basic information on hand before your meeting and be sure your team is well-versed in it. That's why it's helpful to meet beforehand to brainstorm as a group.
 - Be knowledgeable about:
 - ▶ Local politics – What is the local political environment? Who are the key “power actors” in your community? How do they impact your school budget and school policies? What are the key issues and concerns “on the street”?
 - ▶ Local issues – What issues, both educational and non-educational, are apt to come up in your meeting? Is there a school funding referendum on the horizon? Is the school budget a concern? Are property taxes onerous? Are enrollments increasing?
 - ▶ Educational achievement – It's helpful to have student achievement information to share with parents. Your district test scores on statewide assessments and average SAT scores are available from the district performance reports (previously called the district report cards). Check the N.J. Department of Education's website (<http://www.state.nj.us/education/data/>)
- Identify parents with good stories. Start with five parents who can be there and who will share.
- Have a sign-in sheet. Collect contact information for future organizing and communication.
 - Have parents sign in their name, address, telephone number, and e-mail address.
 - Have a volunteer monitor the sign-in process or distribute a sign-in sheet to pass around the room after the meeting begins.
- Determine whether promo items (*purchased through PRIDE*) should be available.
- Develop the invitation:
 - Include parents who have complained about testing or asked, for example, “Why didn't you do (*name of activity*) with the students this year?” A member's response might typically be: “we couldn't due to testing. . .”
 - Create a generic script for a phone call inviting parents to the meeting.
- Identify and arrange to meet any AV needs.
- Duplicate any additional resources – fliers, materials, etc..
- Enlist volunteers to take notes.

○ The First Community Meeting

○ Overview of NJ schools, testing, time, and cost.

○ Time:

- Use the “Drill baby drill” refrain. It’s all about test prep. How much time we spend now versus what we used to spend.
- Consider “Recess time has dropped from __ to __.”
- Explore the state report card – how far back can we find data on the length of the school day?

○ Cost:

- Connect the dots between the testing of students and companies.
- Schools are not looking to create well-rounded individuals anymore.
- Explore the business model of Amplify. For example, what contracts does it have in NJ?

○ Resources – Use the attached links plus resources on the *NJ Kids and Families* website (www.njkidsandfamilies.org) to tell a story that resonates in your community.

○ Member participation:

○ Ask teachers (*especially elementary teachers*) to talk about how much homework they are giving.

- Students are receiving significant homework every single night at the elementary level. Children are losing family time at home.
- In some cases, students are only getting one period a week of physical education and music.
- Kids are working 10-12 hours a day, trying to get their homework done by their 8 p.m. bedtime.

○ Have members tell their stories about the impact of standardized tests and program/staff cuts.

- Attempt to enlist the help of a beloved, long-time member.
- Consider asking a coach to talk about cuts.
- Ask music and art teachers and school librarians to talk about cuts to their programs.

○ Audience participation:

○ Get parents to stand up and tell their personal stories.

○ Subgroup breakouts – Ask individuals to coordinate specific tasks.

- Establish a Board of Education (BOE) Watch to monitor board meetings and actions.
- Brainstorm – What kinds of things can we do to move this agenda forward?
- Spread the word – Activists to share info at football games, speak with church groups, etc.
 - Get someone to step up to be the community coordinator.
 - Who can establish and maintain a social media presence?
 - What Facebook pages already exist in your town? Should your group make use of an existing site? If not, then start your own.

○ Post-meeting participant actions:

○ Organize parents to demand to know how much the state and their district are spending on testing. Ask the parents to go to the BOE meeting and find out.

- Get BOEs to at least acknowledge the problem.
- Explore the impact of state testing on the local district, even though there’s been flat state education funding for three years. How much are districts spending on implementing the teacher evaluation model and any student tests they added as part of that process? Did the district hire a data company to track information? Data companies are making the most money.
- Share the cost of testing in other districts.

○ Share – in writing or in person – the stories you told about the impact of standardized tests with:

- your state legislators;
- the *NJ Kids and Families* website;
- members of the Senate and Assembly Education Committees.

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○ The First Community Meeting

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- Write to the weekly newspaper.
 - Provide your participants with tips for writing letters to the editor.
- Set up a meeting with your legislators.
- Ask participants: “What are we missing here? What’s the best way to get the message out?”
- Ask your BOE to pass a resolution to slow down the move to new, expanded testing.
- Get involved with a group that already exists.
 - NJ Kids and Families is a place to tell these stories. Go on there and tell your story.

○ Post-meeting association actions:

- After the meeting, urge the committee to meet and debrief the session.
 - Discuss the kinds of questions that were asked and the answers that were given.
 - Develop a strategy for any questions that were unable to be answered.
 - Look at the success in executing the program and discuss any changes the committee thinks would make the next forum more effective.
 - Identify what outreach/follow-up should be undertaken based on what occurred.
 - Have the chairperson present the committee’s evaluation to the local president and leadership team at a later meeting.
- Involve members in the community organizing effort.
 - Alert them to planned community meetings throughout the school year.
 - Let them know what happened after the meetings.
 - Encourage members to join the organizing committee.
 - Solicit members for names of other parents who might like to attend future forums.

- Send an e-mail or handwritten note thanking the parents who attended the meeting. Include the answers to any questions that had not been answered at the meeting.
- Consider starting a parent e-newsletter. Highlight past and upcoming events and issues that the parents care about, not that are strictly on the association’s agenda.
- Promote the forum through the PTO/PTA/HSA newsletter, if there is one.
- Inform parents about upcoming BOE meetings and what issues of concern may be addressed.
- Offer the association’s assistance if parents want to meet with administrators/Board members to discuss a topic.
- Encourage participants to bring one person with them to the next meeting.
- Remind participants prior to the second meeting.
- Begin to identify parent stakeholders who could take on organizing roles and responsibilities.

Options for your next steps

Now that you have a community group organized and working, you need to decide where the committee will be going next. Some options to consider are:

- Analyze the demographics and needs of your community.
 - You may want to reach out to community experts to analyze the information.
 - Your local association may want to work with your field rep to utilize the NJEA research staff to assist in data analysis.
 - Guide your next actions based on the realities of your district.
- Develop a social media strategy
 - Identify people who can facilitate a social media campaign.
 - Consider working with your field rep to bring in NJEA trainers to help plan a social media campaign.
 - Establish a connection to New Jersey Kids and Families.
 - Link to the *NJ Kids and Families* webpage, Twitter and Facebook pages
- Training on lobbying your local school board and your legislators
 - Look for local connections to legislators, school board members and other officials
 - Consider working with your field rep to bring in Government Relations staff to provide training
 - Look for potential candidates for local offices
- Begin reaching out with small community meetings
 - A coffee klatch program may work in some communities, in others it may be an ice cream social
 - Find a community gathering model that will work for you
 - Work with your field rep and NJEA staff to train using the manual “*How to hold a coffee klatch in your community*”
- Host a panel discussion on the issues.
 - Bring in outside experts to talk about state and national issues
 - Identify local experts to talk about local issues
 - Give time to hear from the public and find the hidden experts in your community



NAVIGATING AchieveNJ an organizing playbook

Tips for parents to organize a community meeting

The goal in each community is for parents to become informed on the issues and empowered to take action. Local associations in Montclair and Highland Park have already had great success in building solidarity among parents, students, and staff.

PRE-MEETING ACTIVITIES:

- Make sure one person oversees the overall community organizing project.
- Set up a team to put the meeting together. Make sure the team includes:
 - a chairperson.
 - 2-3 other members who are also parents in that community.
- The meeting committee will need to:
 - Find a site that:
 - is convenient for parents;
 - has parking or is accessible through public transportation;
 - has a room big enough for the group that we anticipate.
 - Make arrangements for child care. To enable parents to attend the forum, find volunteers who can conduct a project/activity with their children at the same time. Make sure there are sufficient individuals to supervise the children in an area close to where the forum is being held.
 - Provide light refreshments.
 - Limit the program so that it can take place in one hour. After an hour, let people know they can leave but that leaders and speakers will stay to answer additional questions.
- Do your research
 - What's the story in our town? What are the show-stopping anecdotes?
 - Important: Be sure your team is prepared with basic information before your meeting. The team should meet beforehand to brainstorm the targeted issue(s) as a group.
 - Be knowledgeable about:
 - ▶ Local politics – What is the local political environment? Who are the key “power actors” in your community? How do they impact your school budget and school policies? What are the key issues and concerns “on the street”?
 - ▶ Local issues – What issues, both educational and non-educational, are apt to come up in your meeting? Is there a school funding referendum on the horizon? Is the school budget a concern? Are property taxes onerous? Are enrollments increasing?
 - ▶ Educational achievement – It's helpful to have student achievement information to share with parents. Your district test scores on statewide assessments and average SAT scores are available from the district

(continued on next page)



NAVIGATING AchieveNJ an organizing playbook

Tips for parents to organize a community meeting

(continued from previous page)

performance reports from your administration. You will find some data on the N.J. Department of Education website – <http://www.state.nj.us/education/data/>

- Identify parents with good stories. Start with five parents who can be there and who will share.
- Have a sign-in sheet. Collect contact information for future organizing and communication.
 - Have parents sign in their name, address, telephone number, and e-mail address.
 - Have a volunteer monitor the sign-in process or pass around a sign-in sheet after the meeting begins.
- Develop the invitation:
 - Include parents who have complained about testing or asked, for example, “Why didn’t they do (name of activity) with the students this year?”
 - Create a generic script for a phone call inviting parents to the meeting.
- Identify and arrange for any AV, computer, or microphone needs. Test the equipment in advance.
- Determine if any additional resources – fliers, briefings, etc. – are needed and duplicate them.
- Enlist volunteers to take notes.

○ The First Parent-Organized Community Meeting

○ Overview of NJ schools, testing, time, and cost.

○ Time:

- What time is being used to drill for tests rather than extending knowledge and skills?
- Have your children lost recess time, time for creative projects, or time to work together?
- Are your children getting fewer chances to learn art, music, other subjects, electives?
- Is time spent on prepping for tests resulting in more homework and less family time?

○ Cost:

- Which companies that publish testing and supplemental materials profit from your schools?
- How much is your district paying these outside suppliers for off-the-shelf tests and resources?
- How is your curriculum being narrowed? Are we educating to equip well-rounded individuals?
- What evidence of increased stress are we seeing in your children?
- What district services and programs have been cut? Are class sizes getting bigger? What's happening with your school libraries, counseling programs, extracurricular programs?

- Resources – Use the attached links plus resources on the *NJ Kids and Families* website (www.njkidsandfamilies.org) to tell a story that resonates in your community.

○ Audience participation:

- Get parents to stand up and tell their personal stories.
- Subgroup breakouts – Ask individuals to coordinate specific tasks.
 - Establish a Board of Education (BOE) watch to monitor board meetings and actions.
 - Brainstorm – What kinds of things can you do to move this agenda forward?
 - Spread the word – Activists can share info at football games, speak with church groups, etc.

- Who can establish and maintain a social media presence?
- What Facebook pages already exist in your town? Should your group make use of an existing site? If not, then start your own.

○ Post-meeting participant actions:

- Organize parents to demand to know how much the state and their district are spending on testing. Ask the parents to go to the BOE meeting and find out.
 - Get BOEs to at least acknowledge the problem.
 - Explore the impact of state testing on the local district, even though there's been flat state education funding for three years. How much are districts spending on implementing the teacher evaluation model and any student tests they added as part of that process? Did the district hire a data company to track information? Data companies are making the most money.
 - Share the cost of testing in other districts.
- Share – in writing – the stories you told about the impact of standardized tests with:
 - your state legislators;
 - the *NJ Kids and Families* website;
 - members of the Senate and Assembly Education Committees.
- Write to the weekly newspaper.
 - Provide your participants with tips for writing letters to the editor.
- Set up a meeting with your legislators.
- Ask participants: “What are we missing here? What's the best way to get the message out?”
- Ask your BOE to pass a resolution to slow down the move to new, expanded testing.
- Get involved with a group that already exists.
 - *NJ Kids and Families* is a place to tell these stories. Go on there and tell your story.

(continued on next page)

○ The First Parent-Organized Community Meeting

(continued from previous page)

○ Post-meeting team actions:

- After the meeting, urge the organizing committee to meet and debrief the session.
 - Discuss the kinds of questions that were asked and the answers that were given.
 - Develop a strategy for any questions that were unable to be answered.
 - Look at the success in executing the program and discuss any changes the committee thinks would make the next forum more effective.
 - Identify what outreach/follow-up should be undertaken based on what occurred.
- Keep parents and school staff involved in the community organizing effort.
 - Alert them to planned community meetings throughout the school year.
 - Let them know what happened after the meetings.
 - Encourage interested individuals to join the organizing committee.
- Solicit names of other parents who might like to attend future forums.
- Send an e-mail or handwritten note thanking the parents who attended the meeting.
- Consider starting a parent e-newsletter. Highlight past and upcoming events and issues that the parents care about.
- Promote the forum through the PTO/PTA/HSA newsletter, if there is one.
- Inform parents about upcoming BOE meetings and what issues of concern may be addressed.
- Reach out to the education association if parents want to meet with school officials to discuss a topic.
- Encourage participants to bring one person with them to the next meeting.
- Remind them prior to the next meeting.

Options for next steps:

- Analyze the demographics and needs of your community.
- Develop a social media strategy
 - Identify people who can facilitate a social media campaign.
 - Establish a connection to *New Jersey Kids and Families*.
- Set up training on lobbying your local school board and your legislators
- Partner with the education association on holding a coffee klatch in your community.
- Host a panel discussion on the issues.
 - Bring in outside experts to talk about state and national issues
 - Identify local experts to talk about local issues
 - Give time to hear from the public and find the hidden experts in your community



NAVIGATING AchieveNJ

an organizing playbook

Appendix A1: SGOs

- Goals:**
1. Empower members to take control of the evaluation system by organizing through their local associations
 - a. Ensure that our members know how to design, implement, and measure progress toward their identified student growth objectives
 - b. Understand what districts can and cannot dictate in the design, implementation, and measurement of SGOs.

NJEA Position Statements:

Student Growth Objectives (SGOs) provide educators with the opportunity to track student progress toward teacher-established, academic goals. SGO development should be driven by teachers and teachers should have the opportunity to harness the power of collaboration with colleagues as they design, implement, and measure progress toward identified SGOs. SGOs should not infringe upon the precious and limited time educators have with students, but rather should be inclusive of the work we already do _ utilizing portfolios, performance assessments, and authentic tasks to measure student progress.

Checklist of Critical Components:

Procedural Components -

- ☐ Does your district provide evaluation procedures, including the required number of SGOs for teachers (between 1 and 4) and the process for developing and scoring SGOs?

NO	YES
----	-----

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="radio"/> Contact your UniServ field rep<input type="radio"/> DEAC and SciP should consult with Chief School Administrator<input type="radio"/> Grievance - Association member participation only | <ul style="list-style-type: none"><input type="radio"/> How effective, clear, and tied to best practice are these procedures?<input type="radio"/> Use the rubric to identify strengths and weaknesses<input type="radio"/> Use the actions listed to help your DEAC and SciP work with the CSA to improve these procedures |
|---|---|

- ☐ Was the SGO and criteria for assessing performance on the SGO determined, recorded, and retained by the teacher and administrator by October 31st OR within 25 working days of the teacher's start date, if after October 1?

NO	YES
----	-----

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="radio"/> Contact your UniServ field rep<input type="radio"/> DEAC and SciP should consult with Chief School Administrator<input type="radio"/> Grievance - Association member participation only | <ul style="list-style-type: none"><input type="radio"/> How effective, clear, and tied to best practice are these procedures?<input type="radio"/> Use the rubric to identify strengths and weaknesses<input type="radio"/> Use the actions listed to help your DEAC and SciP work with the CSA to improve these procedures |
|---|---|

- ☐ If adjustments to the SGO were needed, was the opportunity to revise the SGO, in consultation with your supervisor, provided prior to February 15th or the midpoint of the second semester?

NO	YES
----	-----

- | | |
|---|---|
| <ul style="list-style-type: none"><input type="radio"/> Contact your UniServ field rep<input type="radio"/> DEAC and SciP should consult with Chief School Administrator<input type="radio"/> Grievance - Association member participation only | <ul style="list-style-type: none"><input type="radio"/> How effective, clear, and tied to best practice are these procedures?<input type="radio"/> Use the rubric to identify strengths and weaknesses<input type="radio"/> Use the actions listed to help your DEAC and SciP work with the CSA to improve these procedures |
|---|---|

- ☐ Does your designated supervisor discuss and review your yearly SGO score and other indicators of student achievement at your annual summary conference?

NO	YES
<ul style="list-style-type: none"> ○ Contact your UniServ field rep ○ DEAC and SciP should consult with Chief School Administrator ○ Grievance - Association member participation only 	<ul style="list-style-type: none"> ○ How effective, clear, and tied to best practice are these procedures? ○ Use the rubric to identify strengths and weaknesses ○ Use the actions listed to help your DEAC and SciP work with the CSA to improve these procedures

SGO Development Components:

- ☐ Is your SGO:
- Developed in consultation with your supervisor?
 - Specific and measurable?
 - Based on available student learning data?
 - Aligned to New Jersey Student Learning Standards or other State Board adopted/endorsed standards?
 - Based on growth and/or achievement?

NO	YES
<ul style="list-style-type: none"> ○ Use the rubric to identify best practice ○ Refer to NJEA's resources on SGO development 	<ul style="list-style-type: none"> ○ How effective is your SGO? ○ Use the rubric to identify strengths and weaknesses ○ Use the actions listed to help improve the effectiveness of your SGO

- ☐ If you and your supervisor do not agree on the developed SGO, did your supervisor dictate a SGO and/or target score in order for you to receive his/her approval?

NO	YES
<ul style="list-style-type: none"> ○ Use the rubric to identify strengths and weaknesses in SGO design ○ Use the actions listed to help improve the effectiveness of your SGO 	<ul style="list-style-type: none"> ○ Contact your UniServ field rep ○ Document and score BOTH your intended plan and the imposed plan ○ DEAC and SciP should consult with Chief School Administrator ○ Grievance - Association member participation only

SGO Rubric

Procedural Components

EXCEEDING COMPLIANCE EXPECTATIONS

- 1. DEAC and ScIP work closely with administration to effectively communicate and train faculty on evaluation procedures and guidance on the SGO process.
- 2. The district establishes, communicates, and adheres to a transparent evaluation calendar, indicating deadlines and in-process check points for the SGO and more.
- 3. The supervisor collaborates with faculty members throughout the entire SGO process. At the annual summary conference, the supervisor and faculty member discuss, review, and engage in collaborative reflection surrounding SGO progress and lessons learned.
- 4. The district has created a SGO Review Team, comprised of DEAC/ScIP/Various stakeholders, to identify trends in SGO strength and areas of opportunity for PD

IN COMPLIANCE

- 1. The district provides notice of evaluation procedures, including guidance on the SGO process, on a yearly basis.
- 2. The district adheres to established deadlines for SGO development (Oct 31 / 25 days).
- 3. The district allows for SGOs to be revised by Feb 15.
- 4. The supervisor discusses and reviews each teacher's yearly SGO score at the annual summary conference.

NOT IN COMPLIANCE

- 1. The district provides an outdated notice of evaluation procedures which may/may not include guidance on the SGO process OR the district posts this information on the website but does not communicate it with staff
- 2. The district adheres to deadlines somewhat, but may not provide adequate notice to staff. Notification of deadlines may be last minute, not leaving adequate planning time to staff.
- 3. The district allows for SGOs to be revised, but does not communicate this possibility to staff
- 4. The supervisor checks the teacher's SGO score at the annual summary conference, but does not engage in discussion surrounding the actual SGO.

HIGHLY OUT OF COMPLIANCE

- 1. The district does not provide notice of evaluation procedures, not SGO process.
- 2. The district does not adhere to deadlines for SGO development.
- 3. The district does not allow teachers to revise SGOs or does not adhere to SGO revision deadlines.
- 4. The supervisor does not review nor discuss the teacher's yearly SGO score at the annual summary conference OR an annual summary conference is not held.

Find these documents online at <https://www.njeda.org/organizing-around-evaluation/>.

Rubric Actions (Following the Exceeding Compliance Expectations Column):

- DEAC and ScIP work closely with administration to effectively communicate and train faculty on evaluation procedures and guidance on the SGO process.
- The district establishes, communicates, and adheres to a transparent evaluation calendar, indicating deadlines and in-process check points for the SGO and more.
- The DEAC, ScIP, and administration establish meeting dates throughout the SGO process
- The team publishes dates for all stakeholders to view
- The team publishes and distributes details agendas prior to meeting.
- Each meeting is transparent and open to those who wish to attend.
- The team develops a process to differentiate between recommendations and requirements for the SGO process.
- Following each meeting, the team publishes information for all stakeholders to view
- The team holds training / collaboration sessions to plan, review/refine, and score SGOs.
- The team updates the SGO portion of the evaluation handbook on a yearly basis.
- The supervisor collaborates with faculty members throughout the entire SGO process. At the annual summary conference, the supervisor and faculty member discuss, review, and engage in collaborative reflection surrounding SGO progress and lessons learned.
- The supervisor is a member of the SGO team (identified above) and regularly participates in the meetings.
- The supervisor participates in the training / collaboration sessions in order to collaborate with teachers as they plan, review/refine, and score SGOs.
- At the annual summary conference, the supervisor engages in collaborative reflection with each teacher. Together, they discuss strengths, areas of opportunity, and lessons learned with the SGO design and implementation. These reflections should inform future SGO design and implementation plans.
- The district has created a SGO Review Team, comprised of DEAC/ ScIP/various stakeholders, to identify trends in SGO strength and areas of opportunity for PD
- The SGO Review team establishes a meeting calendar, allowing any interested stakeholder to participate
- The team establishes and engages in a peer review protocol to analyze the strengths and areas of opportunity within various sample SGOs.
- The team determines areas of opportunity for professional development, surrounding the SGO process.
- The team creates an internal repository of exemplary SGOs, reflecting the various assessment structures, SGO-style, and scoring plans that may be utilized.
- The team collaborates with / provides recommendations to the district administration regarding appropriate revisions to the SGO section of the evaluation handbook.

SGO Development Components

EXCEEDING COMPLIANCE EXPECTATIONS

- 1. The district's SGO process "recognizes the independence and professionalism that many educators exhibit" (NJDOE, SGO FAQ, 2013)
- 2. SGO statements are specific and measurable and tied to long-range goals
- 3. SGO incorporates a significant proportion of the standards, with clear justification for the selection
- 4. SGO incorporates a significant proportion of the teacher's students, with clear justification for those selected
- 5. The assessment is comprehensive and of good quality. It reflects authentic performance.
- 6. The scoring plan is consistent and provides a suitable, 4-point scale, with clear outcomes and expectations
- 7. Targets are driven by student starting points, are ambitious, yet achievable
- 8. Targets are "tailored to each particular set of students" (NJDOE SGO FAQ, 2013)
- 9. The teacher and administrator engage in ongoing, productive conversation focused on students, teaching, and learning

IN COMPLIANCE

- 1. The SGO is student-centered, teacher-driven, and administrator supported
- 2. SGO statements are specific and measurable
- 3. SGO incorporates a significant proportion of the standards
- 4. SGO incorporates a significant proportion of the teacher's students
- 5. The assessment is comprehensive and of good quality
- 6. The scoring plan is consistent and provides a suitable, 4-point scale
- 7. Targets are driven by student starting points, are ambitious, yet achievable
- 8. Targets are "tailored to each particular set of students" (NJDOE SGO FAQ, 2013)
- 9. The administrator is aware of and supportive of the teacher's SGO

NOT IN COMPLIANCE

- 1. SGO is not fully student-centered, teacher-driven, and/or administrator supported
- 2. SGO statements are vague and/or difficult to measure
- 3. SGO incorporates some of the standards, without cause
- 4. SGO incorporates less than 50% of students, without cause
- 5. The assessment is of questionable quality / rigor
- 6. The scoring plan is only not appropriate for all students, but rather some students.
- 7. The administrator and teacher may discuss the SGO, but only superficially

HIGHLY OUT OF COMPLIANCE

- 1. SGOs are directed by administrators/supervisors
- 2. SGO statements are overly vague and/or impossible to measure
- 3. SGO incorporates limited standards, without cause
- 4. SGO incorporates a limited proportion of students, without cause
- 5. The assessment is of low quality / rigor
- 6. A one-size-fits-all scoring plan is directed by administration or in place when not appropriate in light of student starting points
- 7. The administrator and teacher do not collaborate on or discuss the SGO

Rubric Actions (Following the Exceeding Compliance Expectations Column):

- The district's SGO process "recognizes the independence and professionalism that many educators exhibit" (NJDOE, SGO FAQ, 2013)
 - Administrators reflect understanding of each classroom context and provide space for the teachers to craft effective and appropriate SGOs, given their expertise and knowledge of their students.
 - The administrator is supportive and collaborative throughout the process
- SGO statements are specific and measurable and tied to long-range goals
 - Set meaningful, long-range goals for students. Consider what students must understand about and do with the content by the end of their time with you. Utilize this long-range goal, partnered with baseline information, to inform your SGO statement.
- SGO incorporates a significant proportion of the standards, with clear justification for the selection
 - While incorporating a significant portion of the standards is identified in the rubric, a teacher may decide to determine a fine focus on prioritized standards, with clear justification and cause. Utilizing baseline data on students and knowledge of core areas of need, determine the appropriate standards upon which to hinge your SGO.
- SGO incorporates a significant proportion of the teacher's students, with clear justification for those selected
 - While incorporating a significant portion of the students is identified in the rubric, a teacher may decide to determine a fine focus on prioritized students, with clear justification and cause. A teacher may opt to craft an SGO simply focusing on the large proportion of English Language Learners within her classroom, if the need is true. Utilizing baseline data on students, engage in collaborative conversation with your administrator in order to determine the appropriate student group to include within your SGO.
- The assessment is comprehensive and of good quality. It reflects authentic performance.
 - After identifying the goal, consider what type of assessment will reveal true evidence of student progress toward the goal. This may be a portfolio, performance assessment, pre/post test model, etc. In many cases, there are already assessments and tasks in place that can be used for your SGO.
- The scoring plan is consistent and provides a suitable, 4-point scale, with clear outcomes and expectations
 - A scoring plan must be developed to determine what indicates considerable progress toward the SGO and the percentage of students who can be reasonably expected to meet the mark.
- Targets are driven by student starting points, are ambitious, yet achievable
 - Targets, or the identification of what might be "considerable progress" should be identified after collecting and used to fully inform targets.
- Targets are "tailored to each particular set of students" (NJDOE SGO FAQ, 2013)
 - In a tiered SGO, targets are differentiated in order to identify "considerable progress" for various groups of students. When we have differing baseline starting points, it is appropriate to differentiate targets.
- The teacher and administrator engage in ongoing, productive conversation focused on students, teaching, and learning
 - Teacher / administrator collaboration is an essential aspect of the SGO process, as the process is intended to inform conversation and action surrounding teaching and learning within a building. True collaboration ensures that all benefit from the process.

Rationale for these actions:

Student Growth Objectives are an established aspect of New Jersey administrative code (regulation) provided by the NJDOE and adopted by the State BOE.

- N.J.A.C. 6A:10 - 1.2 Definitions: “Student growth objective” means an academic goal that teachers and designated supervisors set for groups of students.
- N.J.A.C. 6A:10-2.4 Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the chief school administrator, who may consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels, and shall include, but not be limited to...
 - Process for developing and scoring student growth objectives;
- N.J.A.C. 6A:10-4.1 To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objective(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.
- N.J.A.C. 6A:10-4.2 Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to New Jersey Student Learning Standards, and based on growth and/or achievement.
 - i. For teachers who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board.
- N.J.A.C. 6A:10-4.2 Student growth objectives for teachers shall be developed and measured according to the following procedures:
 - The chief school administrator shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31, prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.
 - A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.
 - Each teacher shall develop, in consultation with his or her supervisor or a principal’s designee, each student growth objective. If the teacher does not agree with the student growth objectives, the principal shall make the final determination.
 - Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within 25 working days of the teacher’s start date if the teacher begins work after October 1.
 - Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the chief school administrator or designee. Adjustments shall be recorded in the teacher’s personnel file on or before February 15.
 - i. If the SGO covers only the second semester of the school year, or if a teacher begins work after October 1, adjustments shall be recorded before the midpoint of the second semester.
 - The teacher’s designated supervisor shall approve each teacher’s student growth objective score. The teacher’s student growth objective score, if available, shall be discussed at the teacher’s annual summary conference and recorded in the teacher’s personnel file.

A2: Local Evaluation Committee Potential Team Members


BUILDING: _____


EXECUTIVE COMMITTEE MEMBER:
 Name: _____
 Cell: _____
 Email: _____
 Address: _____

(Association executive committee person in each building will recruit interested members to serve on their building's Local Evaluation Committee. Potential members will agree to attend an informational meeting with members from other buildings to hear more about the Committee. Potential members will then determine if they will serve on the rebuttal /response writing team or the data collection team.)

Potential Member:
 Name: _____
 Cell: _____
 Email: _____
 Address: _____

Potential Member:
 Name: _____
 Cell: _____
 Email: _____
 Address: _____

Potential Member:
 Name: _____
 Cell: _____
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Potential Member:
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Potential Member:
 Name: _____
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 Email: _____
 Address: _____

Local Evaluation Committee

Potential Team Members *(continued)*

Potential Member:

Name: _____
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Email: _____
Address: _____

Potential Member:

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Email: _____
Address: _____

Potential Member:

Name: _____
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Potential Member:

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Local Evaluation Committee

Evaluation Committee Team Members

BUILDING: _____

(After the association's informational meeting with all potential team members, each member shall then determine whether to serve on the rebuttal /response writing team or the data collection team. Each team member shall agree to attend additional trainings for their decided team.)

Rebuttal/Response Team Member:

Name: _____

Cell: _____

Email: _____

Address: _____

Rebuttal/Response Team Member:

Name: _____

Cell: _____

Email: _____

Address: _____

Rebuttal/Response Team Member:

Name: _____

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Rebuttal/Response Team Member:

Name: _____

Cell: _____

Email: _____

Address: _____

Rebuttal/Response Team Member:

Name: _____

Cell: _____

Email: _____

Address: _____

Local Evaluation Committee

Evaluation Committee Team Members

BUILDING: _____

(After the association's informational meeting with all potential team members, each member shall then determine whether to serve on the rebuttal /response writing team or the data collection team. Each team member shall agree to attend additional trainings for their decided team.)

Data Collection Team Members:

Name: _____
 Cell: _____
 Email: _____
 Address: _____

Data Collection Team Members:

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Data Collection Team Members:

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Local Evaluation Committee Follow-Up Meeting Worksheet

(To be completed by both the rebuttal /response writing team and the data collection team for each follow-up meeting.

BUILDING: _____

How is it going? What's working? What's not?

Are members sharing their evaluations? Is your system for data collection established and working?

Is data reflecting any trends on administrators? Are there any administrative procedural errors?

How are you communicating with your association leadership? With the members in your building?

Appendix A3

Rebuttal/response writing team: how the team will operate

ANY TOWN EDUCATION ASSOCIATION

1. Member will contact a Rebuttal/Response Writing Team member with whom they would like to work.
2. Team member will set up face-to-face meeting with teacher, interview, and get his/her feedback about observation.
3. Team member will write up observation rebuttal.
4. Team member meets with member, member signs form, and three copies of rebuttal/response are made.
5. One copy is attached to the official observation, one copy is given to the association, and one copy is for the member.
6. Anyone with a 1 or 2 will require a meeting with the observer and an association officer.

We have 10 days from the time of signing the observation to get the response submitted.

Every association member will be given a folder that will include the following:

- Overview letter about the Evaluation Rebuttal/Response Writing Team including its members and the members' contact information.
- The district evaluation rubric.
- An observation log sheet where teachers may document information about each observation (time, person, unusual circumstances, reflections, etc.).
- Legal information about how many observations to expect.

All teachers are to submit their evaluations from this year to begin to compile a collection of evaluations so that we can analyze these in order to look for language patterns and to determine what individual observers are focusing upon. For instance, one may focus on direct and indirect questioning while another puts more emphasis on whether students are actively engaged in a learning activity. Having many of these to analyze will give us a better sense of the patterns within our district. We can use what we learn to educate staff in the future. We will also use this information to identify Domain Experts who will be able to assist our members who need help in a particular area.

Thank you for your interest in being part of this important team. Please use your private email if you communicate with any association member regarding his/her evaluation and response.

Appendix A3

Rebuttal/response writing team: how the team will operate *(contin-*

ANY TOWN EDUCATION ASSOCIATION

Any Town Education Association

Association members,

We have recently created a Local Association Evaluation Committee. The function of this team will be to assist you in responding to your observations. Our goal is for every teacher to include a rebuttal/response to each observation. Why? With your observations becoming more and more important and now attached to tenure language, it is important that your voice be heard.

The team will assist you with the writing of a response that simply says thank you to your observer for coming into your classroom and, if needed, correct and address any statements that were placed in the observation that need clarification.

If you have an observation where you receive a 1 or 2 rating in one area or another, that is also something that you should respond to in order to provide a full picture of what was happening in your classroom before, during, and after your observation.

The following people serve as your Rebuttal/Response Writing Team members. Please contact one of them directly when you would like to work on your response. They will meet with you and help to write your response. We look forward to working for you and with you to streamline this process and, most importantly, to help you to have a voice.

Team Members:

Name: _____ email address _____

Name _____ email address _____

Name _____ email address _____

Name _____ email address _____

Name _____ email address _____

Name _____ email address _____

Please see enclosures to assist you in preparing for and reflecting upon your observation.

Sincerely,

Name _____

Association President

Appendix A4 Creating a PRIDE database

It is important to maintain a database of community members who attend your PRIDE organizing activities. Creating a database will help you communicate with your supporters following PRIDE events. For example, you may choose to invite these supporters to future events, keep them apprised of association activities, and make efforts to support your school budget through Get Out The Vote (GOTV) promotions.

A database is a collection of information that is related in some way. Your PRIDE database will most likely take the form of the names of community members who attend your events, their email addresses, and their home and cell phone numbers. You could also ask participants for their mailing addresses, number of children in the district, the schools that their children attend, etc. Keep in mind that the more information you ask for, the more hesitant people may be to offer it. We recommend that you keep your sign-in sheet relatively simple. Consult the Members' Only section *njea.org* for examples of effective sign-in sheets under the Parents and Community tab. Select PRIDE in Public Education and check out the links.

There are many different types of databases available such as Microsoft Access databases, Oracle databases, MySQL databases and so on. Because Microsoft Office comes with Excel and Word, using Excel and Word as a databases is less expensive than purchasing additional software to house a database.

Excel may work better for you than Word because it offers users an easier way to extrapolate the data for email purposes. If you plan to email your PRIDE supporters, Excel may be the way to go.

If you want to house your database in Microsoft Word, we recommend that you create a table on which to store your information. Open a blank document and click on "Insert." Then select "Table."

Consider the number of columns your table will have and place a heading above each. However, you will need to maintain a separate listing of email addresses outside of the table for the purposes of copying and pasting them into an email's recipient field.

The remainder of this article will review how to create and maintain a database using Microsoft Excel.

Prior to reading the information below, you may be interested to learn that youtube.com contains some great how to videos on creating Excel databases. We recommend that you consult videos posted on the Youtube channel ExcellIsFun. For example, here is a great video titled "Excel Magic Trick #184: Setup Databases in Excel":

<http://www.youtube.com/watch?v=WtcUYXVic-4>

Here is another video from a Youtube channel called freetutorials. This video is titled "**Microsoft Excel #04: Excel as a Database**":

<http://www.youtube.com/watch?v=5gCyIdagkyQ>

If you would prefer written instructions on creating a database, we recommend these internet resources:

1. "Microsoft Excel 2007 / 2010 Step by Step Database Tutorial" from about.com. This article specifically targets Microsoft Office 2007 and 2010 users. It offers several screenshots and links to relevant information.
<http://tinyurl.com/3ok3kkp>
2. "How to Use Excel as a Database" from ehow.com. This article offers basic step-by-step instructions and includes information for Excel 2003 users.
<http://tinyurl.com/q43yahv>

Of course, more detailed resources can be purchased from your favorite bookstore or *amazon.com*. To find these resources, simply visit *amazon.com* and do a search for Excel.

Appendix A5 Percentage agreement calculator

Appendix A5(1) – Calculating % agreement for co-observations

(a) Two Raters, Hand Calculation

Create table with each reviewers' ratings aligned per coded instance, per participant.

Domain	Reviewer 1	Reviewer 2		Agreement 1 = yes 0 = no
1A	1	1		1
1B	2	2		1
1C	3	3		1
1D	2	3		0
1E	1	1		1
1F	2	3		0
2A	2	2		1
2B	1	1		1
2C	2	1		0
2D	1	1		1
2E	2	2		1
3A	3	3		1
3B	1	1		1
3C	1	1		1
3D	2	2		1
3E	2	2		1
4A	1	1		1
4B	2	3		0

Percentage agreement is the sum of 1s divided by total number of scores available multiplied by 100. For example:

Sum of 1s above = 14

Total number of scores available = 18

$$\text{Percentage agreement} = \frac{14}{18} \times 100 = .777 \times 100 = 77.77\%$$

Appendix A5 Percentage agreement calculator

Appendix A5 (2) - Calculating % agreement for all observers

(c) More Than Two Raters, Hand Calculation

In situations with more than two raters, one method for calculation inter-rater agreement is to take the mean level of agreement across all pairs of reviewers. See example below; note that a pairing score 1 = agreement and 0 = disagreement.

Domain	Reviewer 1	Reviewer 2	Reviewer 3		Pair 1 and 2	Pair 1 and 3	Pair 2 and 3
1A	1	1	1		1	1	1
1B	2	2	2		1	1	1
1C	3	3	3		1	1	1
1D	2	3	3		0	0	1
1E	1	1	1		1	1	1
1F	2	3	1		0	0	0
2A	2	2	1		1	0	0
2B	1	1	1		1	1	1
2C	2	1	1		0	0	1
2D	1	1	1		1	1	1
2E	2	2	2		1	1	1
3A	3	3	3		1	1	1
3B	1	1	1		1	1	1
3C	1	1	2		1	0	0
3D	2	2	2		1	1	1
3E	2	2	2		1	1	1
4A	1	1	1		1	1	1
4B	2	3	1		0	0	0

Sum =	14	12	14
Total Ratings =	18	18	18
Proportion Agreement =	14/18 = .7777	12/18 = .6666	14/18 = .7777
Percentage Agreement =	77.77	66.66	77.77
Overall Percentage Agreement =	Mean agreement: 74.07%		

One problem with this approach is capitalization on chance—there may be agreements as a result of random judgment rather than actual agreement. We would expect, for instance, that two raters would agree 33% of the time when three rating categories are used. A better approach is to calculate a measure of agreement that takes into account random agreement opportunities.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

MEETING 1 – Meeting With the Association Executive Board

Association Evaluation Committee

I. Introduce Rationale

- a. The AchieveNJ system is broken/flawed.
 - i. What is AchieveNJ? In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.
- b. Share NJEA's position on AchieveNJ.
- c. Share NJEA's produced rubrics on the DEAC and SCIP (see supporting documents).
- d. What's happening in your local? Use the rubrics to determine the status of your local.

II. AchieveNJ Organizing Project.

- a. Internal – for members.
- b. External – for parents/community.

III. Internal – for members. Before reaching out to the community, your members need assistance. Your #1 priority is helping members who need support. Later, your overall goal will be to reach out to the community.

- a. DEAC.
- b. SCIP.
- c. Local Evaluation Committee.

IV. Local Evaluation Committee.

- a. Rationale: every school will have a functioning Local Evaluation Committee to help members advocate and organize around evaluation.
- b. Add the committee to your constitution and bylaws.
- c. Rebuttal/Response Team.
 - i. Why is this important?
- d. Data Collection Team.
 - i. This will serve multiple purposes, including:
 1. Identifying administrators' trends (i.e. their observation styles, etc.).
 2. Identifying procedural errors made by administrators.
 3. Identifying members who are "domain experts."
- e. How will data be collected?

V. Potential Branches.

- a. Next steps: community outreach efforts. How will your association partner with the community around evaluation/testing issues.

VI. Action Needed.

- a. Identify the chair.
- b. Recruit Team members.
- c. Set up next meeting with Team members.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

MEETING 2 – Meeting with Local Evaluation Team members

Association Evaluation Committee

I. Introduce Rationale

- a. The AchieveNJ system is broken/flawed.
 - i. What is AchieveNJ? In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.
- b. Share NJEA's position on AchieveNJ.
- c. Share NJEA's produced rubrics on the DEAC and ScIP (see supporting documents).
- d. What's happening in your local? Use the rubrics to determine the status of your local.

II. AchieveNJ Organizing Project.

- a. Internal – for members.
- b. External – for parents/community.

III. Internal – for members. Before reaching out to the community, your members need assistance. Your #1 priority is helping members who need support. Later, your overall goal will be to reach out to the community.

- a. DEAC.
- b. ScIP.
- c. Local Evaluation Committee.

IV. Local Evaluation Committee.

- a. Rationale: every school will have a functioning Local Evaluation Committee to help members advocate and organize around evaluation.
- b. Add the committee to your constitution and bylaws.
- c. Rebuttal/Response Team.
 - i. Why is this important?
- d. Data Collection Team.
 - i. This will serve multiple purposes, including:
 1. Identifying administrators' trends (*i.e. their observation styles, etc.*)
 2. Identifying procedural errors made by administrators.
 3. Identifying members who are "domain experts."
- e. How will data be collected?

V. Potential Branches.

- a. Next steps: community outreach efforts.
How will your association partner with the community around evaluation / testing issues.

VI. Action Needed.

- a. Members must commit to attend required trainings.
 - i. Set date for trainings (*work with your NJEA UniServ field rep*):
 1. Rebuttal/response writing.
 2. Data collection/use.

The UniServ field rep will offer training on rebuttal/response writing and host a conversation on data collection using their resources. (*Note to UniServ field rep: See the supportive documents as well as the video referenced earlier.*)

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

MEETING 3 – Meeting with General Membership

Association Evaluation Committee

I. Introduce Rationale

- a. The AchieveNJ system is broken/flawed.
 - i. What is AchieveNJ? In 2012, the legislature passed and the governor signed TEACHNJ, a law which redefines tenure and evaluation in the state of New Jersey. AchieveNJ is the branding used by the New Jersey Department of Education for the regulations it created that were later passed by the New Jersey Board of Education to support the implementation of AchieveNJ.
- b. Share NJEA's position on AchieveNJ.
- c. Provide a brief overview of the DEAC and ScIP committees.
- d. Share the rationale for establishing a Local Evaluation Committee.
- e. What's happening in your local?
- f. Note to UniServ field rep: this might be a place to include supporting documents (*referenced earlier*).

II. AchieveNJ Organizing Project.

- a. Internal – for members.
- b. External – for parents/community.

III. Internal – for members. Before reaching out to the community, your members need assistance. Your #1 priority is helping members who need support. Later, your overall goal will be to reach out to the community.

- a. DEAC.
- b. ScIP.
- c. Local Evaluation Committee.

IV. Local Evaluation Committee.

- a. Rationale: every school will have a functioning Local Evaluation Committee to help members advocate and organize around evaluation.
- b. Add the committee to your constitution and bylaws.

c. Rebuttal/Response Team.

i. Why is this important?

1. “The rebuttal writing team is going to help you tell your story, and the data team will be gathering pertinent information on administrators and will be tracking track procedural errors.

a. The following is needed because it will allow us to add our voices to the observation. The observation needs to be a complete story – from both the administrator and the teacher.

b. Also, if the association ever needs to represent you in a tenure charge hearing, we will need the following, and collecting data will allow us to do this:

i. A complete story to the observation, which will be done through a rebuttal.

ii. Procedural errors identified, which will come through the data collection. This is the ONLY way we can contest an observation at a hearing.

iii. Administrative trends to empower members to know what each observer is specifically looking for.

iv. This branches into:

1. Knowing your evaluation model.
2. Sharing your observation with the association.
3. Identifying “domain experts.”

d. Data Collection Team.

i. This will serve multiple purposes, including:

1. Identifying administrators' trends (i.e. their observation styles, etc.).
2. Identifying procedural errors made by administrators.
3. Identifying members who are “domain experts.”

e. How will data be collected?

V. Potential Branches.

- a. Next steps: community outreach efforts. How will your association partner with the community around evaluation / testing issues.

VI. Action Needed.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

This is a sample agenda to be given to local, and local leaders can make the determination if they will use it.

MEETING 4 - Local Evaluation Committee Meeting

NOTE: the goal of these meetings is to show growth in each of the categories and address how the plan is moving forward.

Association Evaluation Committee

- I.** How is it going? What's working? What's not?
- II.** Are members sharing their evaluations?
 - a. Is your system for data collection established and working?
- III.** How many rebuttals/responses have been written?
 - a. Are you getting feedback from members?
- IV.** Data Trends on administrators.
 - a. Share what has been identified.
 - b. Update the committee on administrative procedural errors.
- V.** How are you communicating . . .
 - a. With your association leadership?
 - b. With members in your building?
- VI.** Are you ready to branch out to your community? Notify your field rep to get started.
- VII.** Next meeting date.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

This is a sample agenda to be given to local, and local leaders can make the determination if they will use it.

MEETING 5 - Local Evaluation Committee Meeting

Association Evaluation Committee

- I.** How is it going? What's working? What's not?
- II.** Are members sharing their evaluations?
 - a. Is your system for data collection established and working?
- III.** How many rebuttals/responses have been written?
 - a. Are you getting feedback from members?
- IV.** Data Trends on administrators.
 - a. Share what has been identified.
 - b. Update the committee on administrative procedural errors.
- V.** How are you communicating . . .
 - a. With your association leadership?
 - b. With members in your building?
- VI.** Are you ready to branch out to your community? Notify your field rep to get started.
- VII.** Next meeting date.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

This is a sample agenda to be given to local, and local leaders can make the determination if they will use it.

MEETING 6 – Local Evaluation Committee Meeting

Association Evaluation Committee

- I.** How is it going? What's working? What's not?
- II.** Are members sharing their evaluations?
 - a. Is your system for data collection established and working?
- III.** How many rebuttals/responses have been written?
 - a. Are you getting feedback from members?
- IV.** Data Trends on administrators.
 - a. Share what has been identified.
 - b. Update the committee on administrative procedural errors.
- V.** How are you communicating . . .
 - a. With your association leadership?
 - b. With members in your building?
- VI.** Are you ready to branch out to your community? Notify your field rep to get started.
- VII.** Next meeting date.

Appendix A6 – Sample Agendas

SAMPLE AGENDA:

NOTE: at some point, there should be a meeting with the UniServ field rep and the local to find out what worked, what didn't work, etc.

MEETING 7 – Local Evaluation Committee Meeting

Association Evaluation Committee

- I.** How is it going? What's working? What's not?
- II.** Are members sharing their evaluations?
 - a. Is your system for data collection established and working?
- III.** How many rebuttals/responses have been written?
 - a. Are you getting feedback from members?
- IV.** Data Trends on administrators.
 - a. Share what has been identified.
 - b. Update the committee on administrative procedural errors.
- V.** How have you efforts fared in branching out to your community?
- VI.** How are you communicating . . .
 - a. With your association leadership?
 - b. With members in your building? Are you planning to survey your members?
- VII.** Next meeting date.

Appendix A7: Related articles

NJEA calls for a timeout in evaluation, testing: [*https://www.njea.org/issues/evaluation/njea-calls-timeout-evaluation-testing/*](https://www.njea.org/issues/evaluation/njea-calls-timeout-evaluation-testing/)

NJEA: evaluation system will collapse if not fixed: [*https://www.njea.org/issues/evaluation/njea-evaluation-system-will-collapse-not-fixed/*](https://www.njea.org/issues/evaluation/njea-evaluation-system-will-collapse-not-fixed/)

Appendix B1: Recruiting and retaining member volunteers

I. First steps

- a. How can we do it?
 - i. Do we send a mass email out to everyone?
A text message? No.
 - ii. When you need volunteers, ask for them personally. Few people will volunteer their services. This doesn't mean they don't want to help. People simply like to be asked.
 1. Personalize the message. Be positive and sincere.
 - a. Consider, "we believe you are the right person for this position." Veteran approach: "As an experienced association leader, your value to us is very high. Will you . . ." Rookie appeal: "We need new people involved. No experience is necessary, just your enthusiasm and energy. . ."
 - b. Make every volunteer feel important. If they believe you're "just looking for people," they'll feel easily replaced and less responsible for the job.
 2. Have someone they know and trust do the asking. People respond more positively to someone they know. Isn't it harder to say "no" to a friend than a stranger?
 - b. Speaking of when people are new – how can you make them more comfortable?
 - i. For new members, pick them up, call to confirm their attendance, meet them at the door, introduce them, and do anything else that you can think of to make them comfortable.
 - ii. Make the jobs new volunteers are asked to do as nonthreatening as possible. People don't like to take risks. Prime considerations to make when assigning tasks include:
 1. How much time will it take each day or week?
 2. How long will the project or committee last?
People won't sign up for life – so don't overwhelm them!
 3. How "public" will the job be? Personal risk increases with the amount of exposure individuals receive. New volunteers often won't agree to get involved in "public tasks" but will do jobs where they are not visible to the community, administration, or school board.
 4. How difficult is the work? New volunteers can often be induced to take on more jobs if they first have a few successes to look back on. Start new volunteers with relatively easy tasks and build on such success. Don't ask the new volunteer to take on difficult or complicated jobs too soon.
 5. Ask new volunteers to do things they can already do and which they already like to do. Remember, reducing risk for new volunteers is very important.
- iii. Value their input!
 1. Everyone wants to feel valued and appreciated. All too often, new volunteers offer suggestions that are rejected. When coming up with suggestions or new ideas – give them the ability to follow up on their ideas and suggestions.
 2. Allow volunteers to do things their way. Delegate the authority to complete a task in the best way the individual knows. Provide suggestions and directions, but allow the volunteer to try something different – even at the risk of failure – so long as the ultimate goal is in sight.
- c. Why do people volunteer?
 - i. Find out what each person likes to do and ask what he or she doesn't like to do. Keep track of these preferences.
 - ii. People volunteer for their reasons, not ours. They will volunteer whenever those needs are met. (Needs could include: recognition, social contact, an opportunity to learn skills, etc.)
- d. How do you ask?
 - i. As enthusiastically as possible.
 - ii. Stress the importance of the work. People will respond according to your mood and presentation.
 - iii. Don't apologize for or belittle the work. If it wasn't necessary, you wouldn't ask!
- e. If someone says no....
 - i. Leave room for requesting less, but at least leave the door open to ask next time. Ask for 4 hours, then 2 hours, etc.

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Appendix B1: Recruiting and retaining member volunteers

(Continued from Previous page)

2. After you have your volunteers, get them organized.

- a. Make certain that the charge, directions, training, and materials provided are clear and appropriate to the task. Refreshments can help make the task pleasant.
 - i. I can help fund your event.
 - ii. Give them the tools to get it done.
 - iii. People like a deadline so give them one.
- b. Ad hoc requests produce more volunteers. Committees can be the death of an idea and an organization. Volunteer organizations need meaningful activity to survive.
- c. Don't ask people to meet if the information can be disseminated by mail or phone. Ask them to meet to make decisions and perform tasks. (Tasks: Setting up social activities, training, doing something like stuffing envelopes or making calls, contacting members, etc.)

3. At the event or activity:

- a. The members will take their cue from you. Demand more of yourself, and you'll get more out of them!

4. Finally, after your event, thank your volunteers.

- a. Thank volunteers personally. Make sure they know their personal assistance was important and appreciated.
- b. Don't wait until the end of the year at an awards function to recognize the member. Recognition should be given appropriately and immediately. Many times a personal "thank you" given face to face, handwritten, or by phone is all that is needed.
- c. The recognition should be specific and personalized. Be specific about what contributions the person made and how the contribution helps the association accomplish its goal.

- d. Remember, not everyone is motivated by the same type of recognition. If you believe certificates are a waste of time, you ignore the thousands of people who frame certificates and place them on the walls. Different people respond to different things. The recognition program of the association needs to take this into account.
- e. Also, if you're unsure how to reward your volunteers, ask them. If you institute a recognition program, stick with it. Don't practice a "fad of the month" style.
- f. Recognize and reward good work – publically. **Remember all work is good work!** What you can do will depend on the individual situation, but remember everyone likes a pat on the back. The members receive little "personal" reward from most jobs, and a simple, "thank you" from the association goes a long way. Find ways to thank and reward those who volunteer.

Why members leave volunteer activities and groups:

- Burn out
- Exclusion
- Can't win/can't lose
- No growth/boring tasks
- No appreciation
- External opposition/family opposition
- Internal conflicts
- Not enough fun

Appendix B1: Recruiting and retaining parent volunteers

I. First steps

- a. How can we do it?
 - i. Do we send a mass email out to everyone?
A text message? No.
 - ii. When you need volunteers, ask for them personally. Few people will volunteer their services. This doesn't mean they don't want to help. People simply like to be asked.
 1. Personalize the message. Be positive and sincere.
 - a. Consider, "we believe you are the right person for this position" or "We need new people involved. No experience is necessary, just your enthusiasm and energy. . ."
 - b. Make every volunteer feel important. If they believe you're "just looking for people," they'll feel easily replaced and less responsible for the job.
 2. Have someone they know and trust do the asking. People respond more positively to someone they know. Isn't it harder to say "no" to a friend than a stranger?
 - b. Speaking of when people are new – how can you make them more comfortable?
 - i. For new members, pick them up, call to confirm their attendance, meet them at the door, introduce them, and do anything else that you can think of to make them comfortable.
 - ii. Make the jobs new volunteers are asked to do as nonthreatening as possible. People don't like to take risks. Prime considerations to make when assigning tasks include:
 1. How much time will it take each day or week?
 2. How long will the project or committee last?
People won't sign up for life – so don't overwhelm them!
 3. How "public" will the job be? Personal risk increases with the amount of exposure individuals receive. New volunteers often won't agree to get involved in "public tasks" but will do jobs where they are not visible to the community, administration, or school board.
 4. How difficult is the work? New volunteers can often be induced to take on more jobs if they first have a few successes to look back on. Start new volunteers with relatively easy tasks and build on such success. Don't ask the new volunteer to take on difficult or complicated jobs too soon.
 5. Ask new volunteers to do things they can already do and which they already like to do. Remember, reducing risk for new volunteers is very important.
- iii. Value their input!
 1. Everyone wants to feel valued and appreciated. All too often, new volunteers offer suggestions that are rejected. When coming up with suggestions or new ideas – give them the ability to follow up on their ideas and suggestions.
 2. Allow volunteers to do things their way. Delegate the authority to complete a task in the best way the individual knows. Provide suggestions and directions, but allow the volunteer to try something different – even at the risk of failure – so long as the ultimate goal is in sight.
- c. Why do people volunteer?
 - i. Find out what each person likes to do and ask what he or she doesn't like to do. Keep track of these preferences.
 - ii. People volunteer for their reasons, not ours. They will volunteer whenever those needs are met. (Needs could include: recognition, social contact, an opportunity to learn skills, etc.)
- d. How do you ask?
 - i. As enthusiastically as possible.
 - ii. Stress the importance of the work. People will respond according to your mood and presentation.
 - iii. Don't apologize for or belittle the work. If it wasn't necessary, you wouldn't ask!
- e. If someone says no....
 - i. Leave room for requesting less, but at least leave the door open to ask next time. Ask for 4 hours, then 2 hours, etc.

(continued on next page)

Appendix B1: Recruiting and retaining parent volunteers

(Continued from Previous page)

2. After you have your volunteers, get them organized.

- a. Make certain that the charge, directions, training, and materials provided are clear and appropriate to the task.
 - i. Give the volunteers the tools to get the job done.
 - ii. Give the volunteers a deadline for each task.
 - iii. Provide refreshments, and they will more likely participate.
 - iv. Connect with the local education association. It may have resource materials and funds.
- b. Ad hoc requests produce more volunteers. Committees can be the death of an idea and an organization. Volunteer organizations need meaningful activity to survive.
- c. Don't ask people to meet if the information can be disseminated by mail or phone. Ask them to meet to make decisions and perform tasks. (Tasks: Setting up social activities, training, doing something like stuffing envelopes or making calls, contacting members, etc.)

3. At the event or activity:

- a. The members will take their cue from you. Demand more of yourself, and you'll get more out of them!

4. Finally, after your event, thank your volunteers.

- a. Thank volunteers personally. Make sure they know their personal assistance was important and appreciated.
- b. Don't wait until the end of the year at an awards function to recognize the member. Recognition should be given appropriately and immediately. Many times a personal "thank you" given face to face, handwritten, or by phone is all that is needed.

- c. The recognition should be specific and personalized. Be specific about what contributions the person made and how the contribution helps the association accomplish its goal.
- d. Remember, not everyone is motivated by the same type of recognition. If you believe certificates are a waste of time, you ignore the thousands of people who frame certificates and place them on the walls. Different people respond to different things. The recognition program of the association needs to take this into account.
- e. Also, if you're unsure how to reward your volunteers, ask them. If you institute a recognition program, stick with it. Don't practice a "fad of the month" style.
- f. Recognize and reward good work – publically. **Remember all work is good work!** What you can do will depend on the individual situation, but remember everyone likes a pat on the back. The members receive little "personal" reward from most jobs, and a simple, "thank you" from the association goes a long way. Find ways to thank and reward those who volunteer.

Why members leave volunteer activities and groups:

- Burn out
- Exclusion
- Can't win/can't lose
- No growth/boring tasks
- No appreciation
- External opposition/family opposition
- Internal conflicts
- Not enough fun

Appendix B2: Ways to encourage parents to attend events

BASIC

○ Create fliers and invitations:

How? Hand out to parents as they attend school events, drop off/pick up students from school, direct mail/email (from association database), etc.

- Consider parent conferences, back to school nights, concerts, plays, sporting events, etc.
- Target established parent groups in your schools (i.e. PTA/PTO, “band parents,” pre-K parents, etc.).

Post in the community (community bulletin boards, storefront windows, etc.).

Post to community social media outlets (Patch, community Facebook page, etc.).

- Check meetup.com to find local groups.

○ Make phone calls to parents:

How? Each member contacts two parents that they think might attend an event (i.e. involved parents, parents who have asked questions related to the event / meeting, etc.).

○ Place advertisements for your events, meetings, etc. in local newspapers, community TV channels, etc.

○ Invite 30 members to attend your event, meeting, etc. and ask each to bring at least one parent.

○ Invite parents who have attended your PRIDE and FAST events (added to your association database from sign-in sheets collected at the events)

○ Invite NJEA members who live in your community to attend. Contact your UniServ office to obtain a list.

○ Offer refreshments – even dinner – at your event, meeting, etc.

INTERMEDIATE

○ Create a website and social media presence to promote your events. Encourage parents to visit regularly (i.e. via fliers and business cards that you distribute at school and community events, etc.)

○ Visit meetings of community groups to promote your events, meetings, etc. Script a basic overview that speaks to your message. Consider visiting:

- PTA meetings • Churches • Civic groups • Historical societies • Chamber of Commerce • Homeless shelters/ Food banks • Animal shelters • Student alumni groups • Boys and Girls clubs, YMCA, etc. • Local charities •

Department of recreation • Senior citizens' homes and groups (AARP) • County/local retired education association meetings • Service organizations – Rotary Club, Lions Club, Masons, Women's clubs • Recreational teams • Police, firefighters, EMTs, etc.

○ Establish parent groups in your community:

Collaboration with parents is not just inviting them to a meeting. It's going where parents are, sitting down, and listening. If you want to have a relationship with parents, you can't go to them at the very end when you need them. You need to build relationships with your parents, students, and communities or you cannot expect them to support you at the end.

Organize your members into small groups of those who will attend these events (liaisons). In fact, you probably have members who are already involved in your community. Survey them to find out.

Ask your members to volunteer to help these community groups.

○ Purchase a text-messaging plan to invite parents to your events and meetings and keep them informed on issues.

○ Have a presence at community – wide events (fairs, community days, etc.).

○ Connect your events, meetings, etc. to school events that already have a draw in the community (i.e. scrapbooking classes, health fairs, veterans' day events, community beautification / clean up events, tree lighting ceremony, breast cancer walks, banquets, etc.). Prior to the event, do a “mini-lesson” that will speak to the guests on a particular issue and encourage them to attend your next event or meeting to learn more.

- Identify existing events in your community where you could have a presence to promote your event, meeting, etc.
- Do an online search for your community.
- Review all issues of your community newspaper.

○ Host a workshop on an issue that is relevant to parents. Do a mini-lesson before it as well. Workshop topics relevant to parents could include navigating the student loan process, how to support your child as he/she applies to colleges, workshops specific to autism and special needs students, how to help your children with their homework, etc.

○ Buy hot chocolate/coffee for your district's crossing guards and invite them to meetings. Consider other parent volunteers working in the schools that you can invite to your event, meeting, etc.

○ Invite the Optical Academy (an NJEA partner) to one of your events, meetings, etc. Prior to your event, parents and their families can take advantage of great Optical Academy pricing on exams (performed on site) and eyewear. Learn more at <http://www.youropticalshop.com/default.aspx>

ADVANCED

○ Consider creating a name for your event, meeting, etc. that will inspire parents and community members to become involved. Hand out fliers, business cards, window clings, and other promotional materials to get your initiative off the ground.

- Include a website and even a “hotline” phone number.
- Tell us your “story.”
- Write a mission statement for your initiative.
- Craft a slogan for your initiative.

○ Offer additional services to the community before and/or after your event. Consider:

- Laundry services;
- Use of computers and the Internet.

○ Host a Parent University in your schools!

In this activity, members return to school in the evening to teach not their students, but their students' parents. The Lopatcong EA did this a few years ago and found the event fun and successful.

To make the event work, Lopatcong EA members voluntarily returned to the building in the evening and hosted classes for parents, primarily highlighting hobbies and personal interests. Parents, who had been invited via a promotional campaign, attended classes on such topics as:

- PowerPoint • Yoga • Knitting • Spring Landscaping • Italian • Scrapbooking • etc.
- Many parents attended and found the event informative and fun!
- Each presenter in the Parent University could host a mini-lesson that will speak to the guests on a particular issue and encourage them to attend your next event or meeting to learn more.

○ Run NJEA's “Teacher for a Day” or “Pinch Hit for an ESP” program in your schools. Ask participants to reflect upon their experiences to speak to your issues.

(continued on next page)

○ **Appendix B2:** Ways to encourage parents to attend events *(continued from previous page)*

THE MESSAGE

- Use these forums to craft a succinct, relevant, and exciting message that will bring emotions to the surface. Think bullet points. Consider answering questions about why parents should attend your events and meetings and what they will get out of them.
- Connect this message to your schools and your students. How will the event, meeting, etc. help the schools and increase student achievement?
- You know your parents best. How can you make the message about your event, meeting, etc. relevant to them so that they attend?

Others may try to convince parents that they are being USED as pawns. Parents need to know that you view them as partners in educating their children.
- Parents and community members may be more likely to attend if they know that they will have a part to play or will be asked to share their thoughts and experiences.
- Always consider your audience when speaking before community groups. Know them and speak to who they are and what they believe in. Find some common ground. Try to make connections between your issue and theirs.

OTHER DETAILS

- What role, if any, will students have in the event, meeting, etc. Parents may be more likely to attend if they know their children will be involved.
- Don't expect a huge turnout at first, and don't give up when it doesn't happen. Your event, meeting, etc. will, most likely, start out small. As events and meetings continue, more parents will attend. Always have sign-in sheets at your events, meetings, etc. and collect as much contact information as people are willing to give. Deposit it into a database that will grow.
- If parents cannot attend, consider videotaping your events, meetings, etc. and posting them to your website and social media outlets.

ONLINE RESOURCES

PARENT GROUPS:

- **SAVE OUR SCHOOLS NJ:**
<http://www.saveourschoolsnj.org>
- **PULSENJ:**
https://www.facebook.com/pages/Parents-Unified-for-Local-School-Education-PULSE/223724404333909?ref=br_tf
- **MONTCLAIR CARES ABOUT SCHOOLS:**
<https://www.facebook.com/pages/Montclair-Cares-About-Schools/151421161685482>
- **HIGHLAND PARK CARES ABOUT SCHOOLS:**
<https://www.facebook.com/HighlandParkCares>
- **THE CAMDEN COMEBACK: BECAUSE WE CAN:**
<https://www.facebook.com/TheCamdenComebackBecauseWeCan>
- **SAVE CAMDEN'S SCHOOLS:**
<https://www.facebook.com/pages/Save-Camdens-Schools/1402423336674417>
- **BAD ASSED PARENTS ASSOCIATION:**
<https://www.facebook.com/BadassParentsAssociation>
- **TRENTON SPECIAL PARENTS ADVOCACY GROUP:**
<https://www.facebook.com/TSPAG102503?ref=profile>
- **PARENTS ACROSS AMERICA:**
<http://parentsacrossamerica.org>
- **OCLS: OUR CHILDREN AND OUR SCHOOLS:**
<http://www.ourchildrenourschools.org>
- **TESTING RESISTANCE AND REFORM SPRING:**
<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/02/21/anti-testing-groups-form-alliance-to-bring-sanity-to-education-policy/>

Appendix B3: Resources for developing a message for your community meeting

(NOTE: You won't want to read word for word from any of the links or resources below. You'll want to keep your discussion of them AS BRIEF AS POSSIBLE. We recommend that you cut and paste excerpts from the information provided into an outline that you can refer to. Consider asking each member of your team to review different pieces of this outline).

1. Start with some good news and put the 'bad news' in perspective!

Dispel the myth that US schools are so poorly ranked on international ratings. Have some upbeat news from the state and from your district. Brainstorm with your team some accolades your students have achieved as well as some statistics that you might collect from a guidance department. One example is the high quality of schools in New Jersey.

The myth of US schools ranking poorly

www.tinyurl.com/SchoolMyth1

From Washington Post: "We're Number Umpteenth!": The myth of lagging U.S. schools"

www.tinyurl.com/SchoolMyth2

From Huffington Post: "What You Need to Know About the International Test Scores"

NJ student test scores among highest in the nation

www.tinyurl.com/Njschools1

From NBC10/Philadelphia: About New Jersey schools' high national ranking

www.tinyurl.com/Njschools2

From N.J Policy Perspective: "Investing in Education Works: New Jersey Students Thrive – Again"

2. Background information on high stakes testing, PARCC, Common Core

Here, you might draw participants' attentions to the handouts you have made available. You could review the handouts and use them as talking points for your presentation. Try to sprinkle local stories throughout your talk. This topic can be overwhelming, so try to keep it brief. There are many more links you can find, but here is a small selection.

High stakes testing

www.tinyurl.com/HSTest1

From Time magazine: "Why It's Time to Get Rid of Standardized Tests"

www.tinyurl.com/HSTest3

From NEA: "Testing: How the Sausage is Made"

New Jersey specific

www.tinyurl.com/HSTest4

From NJ Spotlight: "Selected Garden State Schools Put Tough New PARCC Exams to the Test"

www.tinyurl.com/HSTest5

From NJ Spotlight: "What will Common Core exams mean for the state's graduation policies?"

3. The Problems of Standardized Testing

Attempt to gather some figures on how much your district spends on testing each year and what time and resources it has taken from the classroom. This may be challenging. See the actions below. You might propose that parents request this data from the BOE. This could also be a part of your community discussion at the meeting (programs being cut, sports being cut, staff being cut, etc.).

The financial costs of standardized testing

www.tinyurl.com/TestCost1

From Parents Across America: "Why More Standardized Tests Won't Improve Education"

www.tinyurl.com/TestCost2

From Huffington Post: "Standardized Testing Costs States \$1.7 Billion A Year, Study Finds"

New Jersey specific

www.tinyurl.com/TestCost3

From NJSpotlight: "The Multimillion Dollar Question for Online Testing: What Will It Cost?"

www.tinyurl.com/TestCost4

From The Princeton Packet: "Standardized tests costing district \$255,000"

Appendix B3: Resources for developing a message for your community meeting

(continued from previous page)

The time and other costs of standardized testing

www.tinyurl.com/TestCost5

From the Washington Post: “How much time do school districts spend on standardized testing?”

www.tinyurl.com/TestCost7

From FairTest.Org: “How Standardized Testing Damages Education”

4. Ed Reform privatizing and profiteering:

This is another area that can be overwhelming and dozens more articles and books written on the subject. Try to be brief as you paint the picture of the privatization movement. If there are local stories to tell, include them. This can also lead to an important community discussion.

Who is profiting from Education ‘Reform’?

www.tinyurl.com/EdProfit1

From CommonDreams.Org: “How to Destroy Education While Making a Trillion Dollars”

www.tinyurl.com/EdProfit2

From Salon: “School privatization is a hoax, ‘reformers’ aim to destroy public schools”

www.tinyurl.com/EdProfit3

From Dissent: “Got Dough? How Billionaires Rule Our Schools”

New Jersey specific

www.tinyurl.com/EdProfit5 ;

www.tinyurl.com/EdProfit6

From Bob Braun’s Ledger: How Former Commissioner Cerf and partners profit from Ed Reform

www.tinyurl.com/EdProfit7

From Alternet: “Why New Jersey Epitomizes the Dark Side of ‘Education Reform’”