

Policy

EVALUATION OF TEACHING STAFF MEMBERS

The board of education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the New Jersey Student Learning Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

The board is committed to establishing educator evaluation rubrics for the evaluation of teaching staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

- A. Continual improvement of instruction;
- B. Meaningful differentiation of educator performance using four performance levels;
- C. Use of multiple valid measures in determining educator performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of educators on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

Definitions

For the purpose of this board policy on teacher evaluation "teaching staff member" means a member of the professional staff holding office, position, or employment of such character that the qualifications for such office require him or her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

- A. An instructional certificate (holders of this certificate are referred to in this chapter as "teachers");
- B. Administrative certificate; and
- C. Educational services certificate (N.J.A.C. 6A:9-2.1).

This definition of teaching staff member includes certified staff positions that have instructional responsibilities as well as certified staff positions that have no instructional responsibilities. Some examples of teaching staff member positions without instructional responsibilities include supervisor, director, school nurse, athletic trainer, principal, vice-principal, student assistance counselor, school psychologist, and guidance counselor.

It is important to note that there are different requirements in this policy and in the law for the training, observation and observation conferences of classroom teachers with instructional responsibilities and those certified staff members who have no instructional responsibilities. This also includes differences in the educational rubrics adopted by the board and approved by the commissioner. The requirements of this policy and law for other aspects of teacher evaluation apply to staff with and without instructional responsibilities

EVALUATION OF TEACHING STAFF MEMBERS (continued)

(teaching staff members) including reports, personnel records, professional development plans and corrective action plans.

Board Responsibilities

The board shall:

- A. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the board's evaluation policies and procedures;
- B. Annually adopt policies and procedures developed by the chief school administrator on the evaluation of all teaching staff members including the annual adoption of evaluation rubrics to be submitted to the commissioner by June 1 for approval by August 1 of each year. The evaluation rubric that has been approved by the Commissioner of Education shall not be subject to collective negotiations. No collective bargaining agreement or other contract entered adopted after July 1, 2013 shall conflict with the educator district's evaluation system. If the existing collective bargaining agreement that is dated prior to July 1, 2013 conflicts in whole or in part with the district's evaluation system, then board shall implement in those provisions not in conflict with the collective bargaining agreement.

Responsibilities of the Chief School Administrator

The board shall ensure through the chief school administrator or his or her designee(s) that the following requirements are met:

- A. The chief school administrator shall direct the development of and oversee the development, revision, and implementation of district evaluation policies and procedures requiring the annual evaluation of all teaching staff members. The chief school administrator may consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels. The chief school administrator shall ensure:
 1. The assignment of roles and responsibilities for implementation of evaluation policies and procedures;
 2. The development of job descriptions and evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations;
 3. The application of methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, principals, assistant principals, and vice principals for calculating the median and schoolwide student growth percentile;
 4. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
 5. The process for preparation of individual professional development plans (see board policy 4131/4131.1 Staff Development); and
 6. The process for the preparation of an annual written performance report by the teaching staff member's designated supervisor and an annual summary conference between the teaching staff member and his or her designated supervisor.
- B. The chief school administrator shall notify all teaching staff members annually of the adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, he/she shall be notified of the policies at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption;
- C. The principal of each school within the school district has established a School Improvement Panel. The panel shall be established annually by August 31;
- D. Data elements shall be collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and
- E. The chief school administrator shall certify to the Department of Education that that all supervisors of

EVALUATION OF TEACHING STAFF MEMBERS (continued)

teaching staff members in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

Training for Teaching Staff Members and Supervisors

The board of education shall ensure, through the chief school administrator that the following training procedures are observed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

A. Teaching Staff Members

Annual training shall be provided on and descriptions provided of each component of the evaluation rubric for all teaching staff members who are being evaluated. More thorough training shall be provided for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

B. Supervisors of Classroom Teachers

"Supervisor" means an appropriately certified teaching staff member, employed in the school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor, endorsement as defined in N.J.A.C. 6A:9B-12.1 et seq.:

1. Training on the teacher practice instruments shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
2. Any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers shall be provided annual updates and refresher training on the teacher practice instruments;
3. Each supervisor who will conduct observations for the purpose of evaluation of a teacher shall complete two co-observations annually, during the academic year:
 - a. Co-observers shall use co-observation to promote accuracy in scoring, and to continually train themselves on the instrument;
 - b. A co-observation shall count as one required observation as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below).

The chief school administrator shall annually certify to the Department of Education that all supervisors of teaching staff members in the school district who are utilizing educator practice instruments have completed training on the instrument and its application and have demonstrated competency in applying the educator practice instruments.

District Evaluation Advisory Committee

The board of education shall establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the district's evaluation policies and procedures. The District Evaluation Advisory Committee shall include representation from the following groups:

- A. Teachers from each school level represented in the school district;
- B. Central office administrators overseeing the teacher evaluation process;
- C. Supervisors involved in teacher evaluation, when available or appropriate; and

EVALUATION OF TEACHING STAFF MEMBERS (continued)

- D. 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. The chief school administrator may extend membership on the District Evaluation Advisory Committee to representatives of other groups (N.J.A.C. 6A:10-2.3). (Note: the District Evaluation Advisory Committee is not required after the beginning of the 2017-2018 school year but may be continued at the discretion of the district.)

School Improvement Panel

Each school shall convene a School Improvement Panel. The panel shall include the principal, a vice-principal, and a teacher who is chosen in consultation with the majority representative. The principal may appoint additional members to the panel as long as all members meet the criteria the following criteria and teachers on the panel represents at least one-third of its total membership.

The building principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

- A. The teacher member shall be a person with a demonstrated record of success in the classroom and who has demonstrated a record of success with an evaluation rating of effective or highly effective in the most recent available annual summative rating;
- B. The teacher member shall be selected in consultation with the majority representative. The majority representative may submit to the principal teacher member nominees for consideration;
- C. The principal shall have final decision making authority and is not bound by the majority representative's list of nominees.

The teacher member shall serve a full academic year, except in case of illness or authorized leave, but may not be appointed more than three consecutive years. All members of the School Improvement Panel shall be chosen by August 31 of each year.

Duties of the School Improvement Panel

The School Improvement Panel shall (N.J.A.C. 6A:10-3.2):

- A. Oversee the mentoring of teachers according to board policy 4112.2 Certification, the State requirements for instructional certification as detailed in N.J.A.C. 6A:9C-5, and support the implementation of the school district research-based mentoring plan;
- B. Conduct evaluations of teachers according to board policy and law (N.J.A.C. 6A:10-2.4 and 4.4);
- C. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j) and conduct the mid-year evaluations for teachers who are on a corrective action plan; and
- D. 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:10-3.2 (see board policy 4131/4131.1 Staff Development);
- E. To conduct observations for the purpose of evaluation, the teacher member shall have:
 - a. Agreement of the majority representative;

EVALUATION OF TEACHING STAFF MEMBERS (continued)

- b. An appropriate supervisory certificate; and
 - c. Approval of the principal who supervises the teacher being observed.
- F. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5.

Components of Teacher Evaluation

The components of teacher evaluation shall include the following:

- A. Evaluation rubrics for all teaching staff members shall be adopted by the board annually. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubrics for teachers, principals, vice principals, and assistant principals shall include all other relevant minimum standards as stated in board policy and law (N.J.S.A. 18A:6-123). Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.
- B. Board adopted practice instruments for teaching staff members;
- C. Observations for the purposes of evaluation and post observation conferences by the supervisor;
- D. A professional development plan (PDP);
- E. An annual summary conference between designated supervisors and teaching staff members shall be held before the written performance report is filed. The conference shall be held on or before June 30 of each year and include:
 - 1. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable, the educator's practice instrument
 - 2. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan;
 - 3. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and
 - 4. The preliminary annual written performance report.
- F. An annual performance report shall be prepared by the designated supervisor. The annual written performance report shall include, but not be limited to:
 - 1. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available;
 - 2. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument; and
 - 3. An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.
 - 4. The signatures of the teaching staff member and the designated supervisor on the report within five working days of the review.

The board shall include all written performance reports and supporting data, including, but not limited to,

EVALUATION OF TEACHING STAFF MEMBERS (continued)

written observation reports and additional components of the summative evaluation rating as part the teaching staff member's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location; the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act (N.J.S.A. 47:1A-1 et seq.)

Teacher Evaluation Rubric

The evaluation rubrics for all classroom teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

A. Measures of student achievement:

1. Median student growth percentile for teachers who:
 - a. Teach at least one course or group within a course that falls within a standardized-tested grade or subject;
 - b. Teach the course or group within the course for at least 60 percent of the time from the beginning of the course to the day of the standardized assessment; and
 - c. Have at least 20 individual student growth percentile scores attributed to his or her name during the academic year of the evaluation. If a teacher does not have at least 20 individual student growth percentile scores in a given academic year, the student growth percentile scores attributed to a teacher during the two academic years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the academic year of the evaluation.
2. Student growth objectives which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards, and based on growth and/or achievement.
 - a. For teachers who teach subjects or grades not covered by the New Jersey Student Learning Standards, student growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board.

B. Measures of teacher practice determined through a teacher practice instrument and other measures including teacher practice components, observation and observation conferences and summary reports.

Teacher Practice Instrument

The teacher practice instrument shall be approved by the Department of Education and shall:

- A. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3);
- B. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:
 1. Clearly define the expectations for each rating category;
 2. Provide a conversion to the four rating categories: highly effective, effective, partially effective, and ineffective;
 3. Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and
 4. Use clear and precise language that facilitates common understanding among teachers and administrators;
- C. Rely, to the extent possible, on specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and

EVALUATION OF TEACHING STAFF MEMBERS (continued)

- D. Include descriptions of specific training and implementation details required for the instrument to be effective.

For commissioner-approval of a teacher practice instrument the instrument shall include a process to assess competency on the evaluation instrument which the district may choose to use as a measure of competency.

Observation: Tenured and Nontenured Classroom Teachers

“Long observation” means an observation for the purpose of evaluation that is conducted for a minimum duration of 40 minutes or one class period, whichever is shorter.

“Short observation” means an observation for the purpose of evaluation that is conducted for at least 20 minutes.

Each teacher shall be observed at least three times during each school year but not less than once during each semester. For all teachers, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The chief school administrator shall decide whether the third required observation is announced or unannounced. The following additional requirements shall apply:

- A. Nontenured teachers shall receive a minimum of three observations between April 30 of one year and April 30 of the succeeding year and for the first year of employment completed by April 30. Observations for all other teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year;
- B. Nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers, with the following provisions
 - 1. A co-observation shall fulfill the requirement in this subsection for multiple observers;
 - 2. One co-observation shall count as one observation required in (d) below.
- C. One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation for the purpose of evaluation;
- D. A written or electronic evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed;
- E. The teacher shall submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan;
- F. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:
 - 1. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation;
 - 2. A nontenured teacher who is in his or her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations;
 - 3. A tenured teacher shall receive at least three short observations.
- G. To earn a teacher practice score, a teacher shall receive at least three observations;

EVALUATION OF TEACHING STAFF MEMBERS (continued)

- H. If a teacher is present for less than 40 percent of the total student school days in an academic year, he or she shall receive at least two observations to earn a teacher practice score;
- I. All teaching staff members assigned a corrective action plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference (as detailed below under Corrective Action Plans). If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after September 15, the mid-year evaluation shall occur midway between the development of the corrective action plan and the annual summary conference.

Observation Conferences for Teachers

The following procedures shall apply to teacher observation conferences:

- A. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;
- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness;
- C. If agreed to by the teacher, post-observation conferences for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic; and
- D. A pre-conference, when required, shall occur at least one but not more than seven teaching staff member working days prior to the observation;

Annual Written Performance Report for Teachers

The annual written performance report shall be prepared by the designated supervisor. In the case of a teacher, the annual written performance report shall be prepared by the teacher's principal, or his or her designee, and shall include, but not be limited to:

- A. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4.2 including the median student growth percentile, student growth objectives, the teacher practice component, and teacher observation. The four summative performance ratings are:
1. Highly effective;
 2. Effective;
 3. Partially effective;
 4. Ineffective.
- B. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument; and
- C. An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and

The teaching staff member and the preparer of the annual written performance report shall sign the report

EVALUATION OF TEACHING STAFF MEMBERS (continued)

within five working days of the review.

Annual Summary Conference for Teachers

The annual summary conference between designated supervisors and teaching staff members shall be held before the written performance report is filed. The conference shall occur on or before June 30 of each year and include, but not be limited to, a review of the following:

- A. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including the educator's practice instrument;
- B. The progress of the teaching staff member toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;
- C. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and
- D. The preliminary annual written performance report.

If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

Teaching Staff Members other than Teachers, Principals, Vice Principals and Assistant Principals

Some examples of teaching staff member positions without instructional responsibilities may include supervisor, director, school nurse, athletic trainer, student assistance counselor, school psychologist, and guidance counselor.

The components of the teacher evaluation rubric shall apply to teaching staff members other than a teacher, principals, vice principals and assistant principals and the district shall determine the components of the board adopted rubric that apply to staff without instructional responsibilities.

The chief school administrator shall determine the duration of the three required observations for nontenured teaching staff members, except teachers, principals, vice principals, and assistant principals. Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

- A. Be followed within 15 working days by a conference between the administrative or supervisory staff member who made the observation and written or electronic evaluation, and the nontenured teaching staff member;
- B. Be followed by both parties to the conference signing the written or electronic evaluation report and each retaining a copy for his or her records; and
- C. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report. The district may consider and address the objections in the teacher's corrective action plan.

All tenured teaching staff members except teachers, principals, vice principals, and assistant principals shall receive at least one observation per school year. The chief school administrator or his or her designee may determine the length and structure of the observation.

Personnel Records of Teaching Staff Members

EVALUATION OF TEACHING STAFF MEMBERS (continued)

The board shall include all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying according to the Open Public Records Act (N.J.S.A. 47:1A-1 et seq.) and board policy 4112.6/4212.6 Personnel Records.

Teacher Professional Development Plans

Each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be effective for one year and shall specify, at a minimum:

- A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;
- B. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.

Progress on the individual PDP shall be discussed at the annual summary conference as detailed in board policy 4116 Evaluation of Teaching Staff Members and law (N.J.A.C. 6A:10-2.4). Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her supervisor, and shall be reviewed as part of each annual summary conference.

All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements of 20 hours of professional development annually. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner.

A teacher's individual PDP goals may necessitate more than the recommended minimum requirements. The PDP shall accommodate additional professional development as necessary. Additional hours of qualifying activities may be required for teachers in low-performing schools, as determined by the commissioner.

The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

Corrective Action Plans for Teaching Staff Members

When a teaching staff member is rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the chief school administrator or the teaching staff member's supervisor.

"Corrective action plan" means a written plan developed by a teaching staff member serving in a supervisory capacity in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching

EVALUATION OF TEACHING STAFF MEMBERS (continued)

staff member and the school district for implementing the plan, and specific support that the district shall provide.

When the summative evaluation rating is calculated before the end of the school year, the teacher and supervisor shall meet to develop and discuss the corrective action plan prior to September 15 of the following school year. The conference to develop and discuss the corrective action plan may be combined with the teaching staff member's annual summary conference that occurs at the end of the year of evaluation.

When the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then the teacher and his or her designated supervisor shall meet to develop and discuss the corrective action within 15 teaching staff member working days following the district's receipt of the summative rating.

The content of the corrective action plan shall replace the content of the individual professional development plan until the next annual summary conference.

The content of the corrective action plan shall:

- A. Address areas in need of improvement identified in the educator evaluation rubric;
- B. Include specific, demonstrable goals for improvement;
- C. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
- D. Include timelines for meeting the goal(s).

The teaching staff member's supervisor, or his or her designee, and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each post-observation conference that is required by the district evaluation policies and procedures.

Progress toward the teaching staff member's goals outlined in the corrective action plan shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference or the mid-year evaluation, when applicable. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals.

Progress toward the teaching staff member's goals outlined in the corrective action plan may be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

Responsibilities of the evaluated employee on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's supervisor.

Mid-Year Evaluation of the Corrective Action Plan

The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation. If the corrective action plan was created on or prior to September 15 of the academic year, the mid-year evaluation shall occur before February 15. If the corrective action plan was created after September 15, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required as part of the teaching staff

EVALUATION OF TEACHING STAFF MEMBERS (continued)

member evaluation process. The chief school administrator or principal shall determine the length of the additional observation.

Tenured teachers with a corrective action plan shall be observed by multiple observers.

Implementation

This policy and related procedures shall be reviewed at least yearly, and any necessary revisions made before readoption by the board.

The board shall ensure that the chief school administrator notifies each teaching staff member of the board adopted evaluation policies and procedures no later than October 1. If a staff member is hired after October 1, the teaching staff member shall be notified of the evaluation policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption.

Adopted: December 2013

Revised:

Readopted:

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Evaluation, Teacher Evaluation, Personnel Evaluation, Evaluation Advisory Committee, School Improvement Panel; Evaluation Rubric

Regulation

TEACHER EVALUATION

Teaching and Principal Evaluation Rubrics

The teaching and principal evaluation rubrics selected by the district shall meet the following minimum standards (N.J.S.A. 18A:6-123):

- A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
- B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth over a period of time;
- C. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
- D. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;
- E. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;
- F. The rubric is based on the professional standards for that employee;
- G. The performance measures used in the rubric are linked to student achievement;
- H. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
- I. At each observation of a teacher, either the principal, his designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present.
- J. The staff member who will be observing shall receive training on the use of the teaching practice instrument . This training shall be completed before the observer conducts his or her first observation for the purpose of evaluation;
- K. An opportunity for the employee to improve his effectiveness from evaluation feedback;
- L. Guidelines for staff training on the use of the educator practice evaluation instrument to support its implementation, and guidelines for the demonstration of competence in the use and implementation of the educator practice evaluation instrument;
- M. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
- N. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources; and
- O. A process for ensuring that the results of the evaluation help to inform instructional development.

As part of the teacher evaluation rubric and the principal evaluation rubric, the board shall approve and adopt both teacher and principal practice evaluation instruments that appear on an approved list provided by the

TEACHER EVALUATION (regulation continued)

Department of Education.

The board may select a rubric that is not on the approved list and submit the rubric to the Commissioner for approval. All evaluation rubrics for teaching staff members shall be submitted to the Commissioner by June 1 for approval by August 1 of each year (N.J.A.C. 6A:10-2.1c).

Measurements of the Teacher Evaluation Rubric

The measurements of the teacher evaluation rubric shall be used to calculate a summative rating for all teaching staff members. The summative rating is the overall evaluation score derived from the evaluation scores of the following measures:

- A. Measures of student achievement:
 - a. Median student growth percentile for teachers who teach at least one course or group within a course that falls within a standardized-tested grade or subject.; and
 - b. Student growth objectives for all teachers developed in consultation with their principal of his or her designee.
- B. Measures of teacher practice determined through a teacher practice instrument and based on the required observation, and other measures,

Student Growth Percentile

The student growth percentile (SGP) is specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

An SGP score compares a student's academic growth on the New Jersey statewide assessment measure (NJASK and starting 2014 PARCC) from one year to the next to the growth made by that student's academic peers (students from around the state with similar test score histories).

Students receive a proficiency measure (partially proficient, proficient, advanced proficient). This measure compares the student to all students that have taken that grade level assessment in the state. The SGP is a subset of this group. It compares the student only with other students who share a similar performance record.

The SGP is able to distinguish high growth from low-growth at any scale score. A student may be below proficiency in math or LAL, but he or she could earn a high SGP score showing that the student is achieving more academic growth compared to other students who share a similar proficiency rating history. The SGP combined with other evidence gathered as part of AchieveNJ, signals that the teacher's instruction and/or principal's leadership are helping that child catch up.

For more information go to www.state.nj.us/education/AchieveNJ/teacher/percentile.shtml

Student Growth Objectives

Student growth objectives (SGO) shall be assigned to teaching staff members who teach at least one course or group within a course that falls within a standardized-tested grade or subject. Student growth objectives shall be specific and measurable, based on available student learning data, aligned to the Core Curriculum Content Standards and based on growth and/or achievement. 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, by the State Board.

Student growth objectives shall be developed and measured according to the following procedures:

- A. The chief school administrator shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile:

TEACHER EVALUATION (regulation continued)

1. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives;
 2. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives;
 3. By April 15, prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range;
- B. 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;
 - C. All teachers shall develop, in consultation with their principal or a teaching staff member appointed by the principal, each student growth objective.
 - D. If the teacher does not agree with the student growth objectives, the principal shall make the final determination;
 - E. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined and recorded in the teacher's personnel file by November 15, 2013, and by October 15 of subsequent school years;
 - F. Adjustments to student growth objectives may be made by the teacher or his or her supervisor only when approved by the chief school administrator or designee and shall be recorded in the teacher's personnel file on or before February 15.
 - G. The teacher's supervisor and/or a member of the School Improvement Panel shall calculate 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.

Percentage Weight Range of Evaluation Rubric Components

Each measure of the evaluation rubric shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to the school year the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each measure. All components shall be worth the following percentage weights or fall within the following ranges:

- A. If the teacher receives a median student growth percentile (teachers of grades 4 through 8 that take the Statewide assessments), the student achievement component shall be at least 40 percent and no more than 50 percent of a teacher's evaluation rubric rating;
- B. If the teacher does not receive a median student growth percentile, the student achievement component shall be at least 15 percent and no more than 50 percent of a teacher's evaluation rubric rating as determined by the Department;
- C. Measures of teacher practice determined through a teacher practice instrument and based on the required observation, and other measures, shall be at least 50 percent and no more than 85 percent of a teacher's evaluation rubric rating as determined by the Department.

Adopted:

Legal References

EVALUATION OF TEACHING STAFF MEMBERS

QSAC Monitored:

DPR: Instruction and Program – 17a
SOA: Personnel – 4

Mandated:

N.J.A.C. 6A:10-2.4(b) requires written policy on the annual evaluation of all teaching staff. The policy and procedures shall include a description of:

1. Evaluation rubrics for all teaching staff members;
2. Roles and responsibilities for implementation of evaluation policies and procedures;
3. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in this chapter;
4. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the teaching staff member's supervisor, or his or her designee;
5. The process for preparation of individual professional development plans; and
6. The process for preparation of an annual written performance report by the teaching staff member's supervisor, or his or her designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the supervisor's designee.

Other Reasons:

N.J.S.A. 18A:6-120 and N.J.A.C. 6A:10-3.1 require that each school convene a school improvement panel to oversee the mentoring of teachers and conduct teacher evaluations.

N.J.S.A. 18A:6-123 requires the Commissioner of Education to review and approve evaluation rubrics submitted by school districts; and requires the State Board of Education to promulgate regulations setting standards for the approval of evaluation rubrics for teachers, principals, assistant principals, and vice-principals.

N.J.A.C. 6A:9-15.1 et seq. requires that teachers receive assistance and support in achieving the requirement of 20 clock hours of continuing education annually.

N.J.A.C. 6A:10-2.2 requires that each district board of education meet the following requirements for the annual evaluation of teaching staff members:

1. Establish a District Evaluation Advisory Committee;
2. Annually adopt policies and procedures developed by the chief school administrator pursuant to N.J.A.C. 6A:10-2.4;
3. Ensure the chief school administrator annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1 or at the beginning of a new hire's employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption;
4. Annually adopt by June 1, Commissioner-approved educator practice instruments and notify the Department of Education which instruments will be used as part of the school district's evaluation rubrics;
5. Ensure the principal of each school within the school district has established a School Improvement Panel annually by August 31;

EVALUATION

6. Ensure data elements are collected from the implementation of the teaching and principal practice instruments and store the data in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and
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 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.A.C. 6A:10-2.3 requires that a District Evaluation Advisory Committee be established to oversee and guide the planning and implementation of board teacher evaluation policies and procedures. The board must annually adopt policies and procedures for evaluation developed by the chief school administrator. Beginning in 2017-2018, the District Evaluation Advisory Committee is no longer required and district boards of education shall have the discretion to continue the District Evaluation Advisory Committee.

Recommendation:

A policy governing evaluation of all certified staff except the chief school administrator, who is dealt with in a separate policy. A statement of philosophy of evaluation should be included. The policy should address:

1. Board responsibilities;
2. Evaluation procedures as detailed in N.J.A.C. 6A:10-2.4;
3. Required training for teachers and supervisors (on the evaluation rubric, practice instruments, observation and co-observation);
4. The establishment of the District Evaluation Advisory Committee (only required until the beginning of the 2015-2016 academic year);
5. The establishment of the School Improvement Panel;
6. Components of teacher evaluation;
7. Evaluation rubric;
8. Measures of student achievement;
9. Teacher practice instruments;
10. Teacher observation and observation conferences;
11. The evaluation data as part of the personnel file;
12. Professional Development Plans;
13. Corrective Action Plans.

The board should emphasize that the goal of supervisory assistance and support in achieving the state required 20 clock hours of professional development annually is student achievement of the Common Core State Standards in mathematics and language arts and literacy and the Core Curriculum Content Standards.

The policy should direct the chief school administrator to develop regulations in compliance with law. The chief school administrator may consult with the District Advisory Committee and/or the School Improvement Panel in the review of policies and procedures for teacher evaluation. These should include but not be limited to roles and responsibilities for implementation; development of job descriptions and evaluation criteria, including pupil progress related to local goals, objectives and priorities; methods of collecting data; number of observations and conferences; use of district supervisory staff to observe and evaluate nontenured staff at least the legally mandated minimum of three times a year; possible use of additional certified personnel to observe and evaluate tenured staff the legal minimum of once a year; professional development standards for teachers; individual professional improvement plans aligned to these professional standards; annual written performance reports; distribution of policy and procedures to staff.

While a few factors in evaluation are negotiable, criteria and standards are not. Boards should keep in close touch with the board attorney and negotiator.

Legal References: N.J.S.A. 18A:4-15 General rule-making power
N.J.S.A. 18A:4-16 Incidental powers conferred
N.J.S.A. 18A:6-10 et seq. Dismissal and reduction in compensation of persons

EVALUATION

<u>N.J.S.A. 18A:6-117 et seq.</u>	under tenure in public school system
<u>See particularly:</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
<u>N.J.S.A. 18A:6-119</u>	Definitions relative to the TEACHNJ Act
<u>N.J.S.A. 18A:6-120</u>	School improvement panel
<u>N.J.S.A. 18A:6-121</u>	Evaluation of principal, assistant principal, vice-principal
<u>N.J.S.A. 18A:6-122</u>	Annual submission of evaluation rubrics
<u>N.J.S.A. 18A:6-123</u>	Review, approval of evaluation rubrics
<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	Non-tenured teaching staff; observation and evaluation; conference; purpose
<u>N.J.S.A. 18A:27-10 et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:29-14</u>	Withholding increments; causes; notice of appeals
<u>N.J.A.C. 6:30-2.1(a)8</u>	Purpose and program descriptions
<u>N.J.A.C. 6A:9-15.1 et seq.</u>	Required Professional Development for Teachers
<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Educator effectiveness
<u>See particularly:</u>	
<u>N.J.A.C. 6A:10-1.2</u>	Definitions
<u>N.J.A.C. 6A:10-1.4</u>	Educator evaluation data, information and written reports
<u>N.J.A.C. 6A:10-2.2</u>	Duties of the district board of education
<u>N.J.A.C. 6A:10-2.3</u>	District evaluation advisory committee
<u>N.J.A.C. 6A:10-2.4</u>	Evaluation procedures for all teaching staff members
<u>N.J.A.C. 6A:10-3.1</u>	School improvement panel
<u>N.J.A.C. 6A:32-4.1(e) (f)</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-5.1 et seq.</u>	Standards for determining seniority
<u>Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)</u>	

Possible

<u>Cross References:</u>	*2130	Principal evaluation
	*2131	Chief school administrator
	4000	Concepts and roles in personnel
	4010	Goals and objectives
	*4112.6	Personnel records
	*4115	Supervision
	*4117.41	Nonrenewal
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4215	Supervision
	*4216	Evaluation
	*6143.1	Lesson plans
	*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual.