

School Improvement Team

2019-2020 School Year

Battle Hill	Althea Bossard
	Ingrid Soares
	Angela Kahn
	Veronica Ambrose
	ToriAnn Melillo
	Anita Lavery
	Abby Polizzi
	Patty Bogda
Connecticut Farms	Deanna Leon
	Erin Marabuto
	Jamie Gundersen
	Cynthia Carhart
	Olga Korzen
	Tatiana Cortes
	Eric Morgan
Franklin School	Jaime Mobley
	Karisa Leary
	Erin Jackson/Yolanda Wright
	Zakiyyah Cobb-Roseberry
	Josie Santoro
	Maggie SantaMaria
	Anne Buggy

Hannah Caldwell	Kathryn DiGiovanni
	Kira Baskerville-Williams
	Janetta Tramuta
	Kimberly Zieser
	Matthew Puorro
	Marixa Perez
	Janine DaSilva
	PTA President/Officer
	Kelly McFarlane
	Anthony Manderichio
Jefferson School	Tom Filippone
	Barbara Nicholls
	Brittany Schill
	Gayle Sumner
	Fatiima DeCorte
	Jerome Starr
Livingston School	Ben Kloc
	Monika Roberts
	Maria Sibilia
	Lindsay Conneely
	Heather Denner
	Elisa Hahn
	Kelly Kitzman
Washington School	Thomas Matthews
	Laurie Roof
	Christina Nufrio
	Lisa Mason

	Kim Marano
	Sharon VanDerlyn
	Cindy Attanasi
Burnet Middle School	David Shaw
	Allison O'Neill
	Russell King
	Thomas Scarano
	Andrea Korb
	Sharon Drayton
	Brenden Roberts
Kawameeh MS	Jason Malanda
	Yvonne Lorenzo
	Katherine Ferrise
	Cathy Jakositz
	Diana Fasano
	Andrea Steensen
	Heather West
Union High School	Mark Hoyt
	Rhonda Wright
	Annie Colello
	Raffael Rios
	Dana Bobertz
	Kim Osty
	Patricia Bridges
	Andre Green



School Improvement Panel (SciP) Guidance 1.0

Collaboration enhances the quality of complex work like educator evaluation and professional development. Through New Jersey's evaluation pilots and the first year of AchieveNJ implementation, districts that prioritized collaboration and open communication reported greater success with new practices and activities and with responding to various challenges along the way. The School Improvement Panel (SciP) is one important vehicle for fostering such collaboration in each school.

Background

In addition to its revisions to educator evaluation and tenure policy in New Jersey, the *TEACHNJ Act* includes several provisions in support of teachers' ongoing professional growth and development. One requirement is that all schools convene a SciP to provide leadership in the areas of teacher professional development, mentoring, and evaluation. The SciP is not the sole body responsible for implementation of these systems and programs, but plays a significant role in coordinating initiatives and ensuring the consistent application of requirements across the school. The SciP can help ensure that teachers:

- receive useful feedback on their practice and their students' learning outcomes,
- experience high-quality professional learning and mentoring support,
- receive up-to-date information on key initiatives, and
- are given a respected voice in decision-making.

Given the scope and diversity of New Jersey's schools, the Department of Education ("the Department") recognizes the importance of local flexibility in implementing the panels. At the same time, many educators have requested more guidance and information about the effective use of SciPs. Based on input from educators and other stakeholders across the state who shared their practices, the Department has developed this guidance for districts and schools. To share feedback on the contents and usefulness of this resource, as well as any other suggestions, examples, or information from local SciPs, please email TeachPD@doe.state.nj.us. Please also check the [Professional Development SciP Web Page](#) and the [AchieveNJ SciP Page](#) for additional resources.

State requirements for SciPs are listed below, followed by **suggested activities, examples, and resources to help schools and districts convene effective panels; unless otherwise noted, their use is not mandated by the Department.** Please use the links below to access major sections of the document:

- [SciP Requirements](#)
- [Data Use and Confidentiality Concerns](#)
- [Suggestions for SciP Implementation and Examples from New Jersey Educators](#)
 - [SciP Composition and Structure](#)
 - [Identifying Professional Development Opportunities for Teachers](#)
 - [Supporting the District's Mentoring Program](#)
 - [Conducting Evaluations and Overseeing Corrective Action Plan Procedures](#)
- [Appendix A: Optional calendar of activities for the school year](#)
- [Appendix B: Recommended resources for each SciP topic area](#)

SciP Requirements

Membership

- The SciP must include the school principal, an assistant/vice principal or a designee if the school does not have one, and a teacher.
- More staff members may be added to the SciP, provided that teachers represent *at least one-third* of the total membership.

- The principal has final responsibility for ScIP membership but must consult with the local association representative in determining a suitable teacher to participate.
- As of 2015-16, teachers serving on ScIPs must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having “a demonstrated record of success in the classroom.”
- The teacher member(s) will serve for a full academic year but may not be appointed for more than three consecutive years.
- The initial formation of ScIPs was required by February 1, 2013; moving forward, these panels must be established in each school by August 31 each year.

Responsibilities

ScIP members may:

- Identify professional development opportunities for instructional staff members based on aggregate school evaluation and student performance data and other information.
- Oversee the mentoring of new teachers at the building level and support implementation of the district’s mentoring plan.
- Ensure that the evaluation process is completed for all teachers. The ScIP teacher may only conduct evaluations if:
 - The local association representative agrees,
 - The principal of the teacher being evaluated agrees, and
 - The teacher holds the appropriate supervisory certificate, and
 - The teacher does not concurrently serve as a mentor for a novice teacher in the school.
- Support quality implementation of Corrective Action Plans for teachers rated Partially Effective or Ineffective – including a mid-year evaluation and additional observation – as required.

Data Use and Confidentiality Concerns

The Department encourages ScIPs to use a variety of data sources to inform their work. However, the protection of teacher and student confidentiality rights should be a key consideration. By law, evaluation data of a particular employee must remain confidential (*N.J.S.A. 18A:6-120.d and 121.d; N.J.A.C. 6A:10-1.4*). Districts must store evaluation data in each teacher’s personnel file or in another secure manner that is easily accessible to the teacher (either electronically or on paper). In general, teacher data should be handled in the secure manner one would treat, handle, and store any part of a confidential personnel record and should not be released to the public.

ScIP members should apply the following basic principles of confidentiality:

- Evaluation data such as scores, reviews, and summative ratings should not be publicly linked to individual teaching staff members, nor should such information be shared with unapproved colleagues (e.g., ScIP teachers not preauthorized to conduct evaluations).
- If the teacher serving on the ScIP does not have the approval of the majority representative to participate in individualized evaluation activities, teachers’ names in observation data and forms should be expunged. Under the same circumstances, the teacher should not participate in any discussion of an individual teacher’s evaluation.
- Individual student-level data may not be shared publicly.
- Evaluation data and student achievement data may be shared and used in aggregated form, across groups of staff or students, as long as individual confidentiality is maintained.
- Professional conversations between mentors and novice teachers (mentees) for the purposes of mentee support must remain confidential.
- Logs of mentor activities should be shared between the mentor and the district central office and not with the ScIP.