

REGULATION GUIDE

TEACHING STAFF MEMBERS

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Evaluation of Teachers

Oct 13

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R 3221 EVALUATION OF NONTENURED TEACHING STAFF MEMBERS (M)

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Introduction

The Black Horse Pike Regional Board of Education is committed to fair, consistent, and competent evaluation of its professional staff. The Board believes performance evaluation should be directed toward improvement of instruction and progress of pupils. To be successful, the process must be one that accents cooperation and interaction among and between evaluators and evaluatees. The process must be continuous. It must be honest.

The Board believes collection of pupil progress data to be necessary and important to accomplish evaluation of instruction. The Board recognizes, however, that such data must remain in appropriate perspective and that great care must be exercised in drawing conclusions about the causes of progress data. Many factors affect progress data. Staff must form initial hypotheses about data, which are to be tested before final conclusions are drawn concerning the relationships of pupil performance to teacher performance.

A. Purpose of Evaluation

1. The purpose of the teacher evaluation process is to support the staff of the BHPRSD to foster pupil learning, encourage professional growth, and seek improvements in instruction through critical reflection and observation feedback.
2. To promote excellence and improve the skills of professional staff members.
3. To improve professional and pupil learning.
4. To provide a basis for the review of professional staff members.

B. Core Values

1. Pupil centered learning appropriate to the needs of individual learners;
2. Professional growth through reflection, support, and feedback;



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3. Professional development based on current educational research on learning theory, brain research, instructional methods, and content specific knowledge;

4. Cooperative and reciprocal learning among teachers, peers, evaluators, and pupils.

C. Distribution

1. Policies and procedures related to evaluation of professional staff shall be distributed to each staff member at the beginning of each school year. The Faculty Handbook shall serve as the distribution method.

2. Amendments to policies or procedures concerning evaluation of professional staff shall be distributed within ten working days after adoption.

D. Components

The evaluation of professional staff shall include but not be limited to the following components:

Traditional Route Observation Required for all non-tenured instructional staff and optional for tenured instructional staff provided supervisory and administrative permission.

1. Mandatory Pre-Conference Exchange: Teacher and observer share expectations for classroom lesson; teacher has opportunity to ask for specific feedback to occur during observation of lesson; a self-evaluation can be shared by teacher with observer whereby the teacher self-identifies needs; arena for professional dialogue; a physical meeting can be bypassed by a written pre-conference exchange.

2. Observation - Full Period - Observer uses an instrument that asks for a detailed narrative for dissected sections or whole lesson. For instance, an observer can create a narrative for each of the three instructional domains: Instructional Planning and Learning Objectives; Instructional Strategies and Assessment; and Learning Environment/Classroom Management. Each section possesses a list of expectations. The observer can make commendations and recommendations after each section.

3. Mandatory Post-Conference - Teacher and Observer share the experience and cooperatively suggest recommendations for improvement. A follow-up action plan may be designed. If the employee indicates a desire to



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append additional comments, he/she shall have five school days from the date of receiving the final observation report to do so. In all instances these comments shall be attached to the observation report and filed promptly with the Principal and Superintendent with the observer's reaction, if any.

Differentiated Supervision Model for tenured teachers (See Part E.)

1. Teachers will have the option to select from six different alternative models when writing a proposal for approval by a district supervisor. If the alternative proposal is accepted, the teacher and district supervisor will discuss the project and detail objectives. The teacher will be responsible for completing a mid-year and end of the year report. District supervisors/administrators will conduct an observation of classroom instruction connected with the chosen alternative model. This observation data will be discussed and written in the mid-year and final year reports.
2. The alternative evaluation model requires teachers to submit their proposal for consideration to a district or school based supervisor by the third week in September. The Mid-Year Report is due the second week in January and the Final Report must be completed by April 30.
3. Administrator and district supervisor reserve the right to observe the teacher at any time and the teacher has the right to dismiss the intended project and request a formal observation.
4. The teacher's reports and collaboration with the administrator/district supervisor will contribute to the summative evaluation report and should be tied to the Professional Improvement Plan, department, and district goals.

E. Observations and Observation Conferences

The Classroom Observation Report is designed to focus on the elements of effective instruction during an observed instructional lesson. Prior to the observation, the teacher and administrator discussed performance expectations and/or identified areas of needed attention. In addition, the teacher may indicate whether or not a narrative description of the lesson is preferred. An observer reserves the option to write a narrative description of the lesson as a reflective, clinical, or evaluative tool.

There are three target instructional domains: Instructional Planning and Learning Objectives, Instructional Strategies and Assessment, and Learning Environment/Classroom Management. Within each domain, specific indicators are targeted and supportive comments are formulated collaboratively by the



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evaluator and teacher. A follow up action plan may be recommended by the observer in concert with the needs of the instructor, department, or district goals.

1. Classroom observations shall be a full period in length.
2. Advance notice and pre observation conferences are encouraged. In addition, this policy should not be interpreted to preclude an informal discussion between the teacher and observer following the lesson, prior to preparation of a written observation report.
3. Persons holding appropriate New Jersey Certification shall perform observations.
4. Non tenure employees shall be observed a minimum of two times per year by the designated supervisor, but not less than one time per semester. Observations must be performed on or before December 15 and March 15. An administrator shall observe non tenure teachers a minimum of once per year. Administrative observations shall be performed by March 1 of each year.
5. Tenure employees will be observed at least once per year or opt to participate in the Differentiated Supervision Model where observations are connected to the teacher's chosen alternative project. Observations must be performed prior to April 1 of each year. The deadlines set forth in the Differentiated Supervision Model must be met (Mid-year report due prior to the second week in January and the End of Year report prior to April 30). The Building Principal, in consultation with supervisory, administrative, and teaching staff, will determine which tenured teachers are being observed and by whom and which are participating in the Differentiated Supervision Model.
6. Employees shall be furnished final file copies of observation reports.
7. A post observation conference must be conducted in all instances within eight school days of the classroom observation. A written observation report prepared and submitted in advance by the evaluator shall serve as the basis for the conference. A final observation report shall be forwarded to the employee for signature within five school days of the post-observation conference. If the employee indicates a desire to append additional comment he/she shall have five school days from the date of receiving the final observation report to do so. In all instances these comments shall be stapled to the observation report and filed promptly with the Principal and Superintendent with the observer's reaction, if any.



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8. Disputes concerning observation reports and conferences may be taken to the Principal by the designated supervisor or by the teacher. Appeals of the Principal's decision in such matters may be directed to the Superintendent.

F. Differentiated Supervision Model

This Differentiated Supervision Model allows for a professional growth/supervision alternative. In order for a tenured teacher to participate in an alternative model, the proposal must be mutually agreed upon by both the teacher and the district supervisor. It should be noted that alternative models are flexible, however teachers must meet the requirements of the model as explained in the next section of this handbook. In order to measure the impact of the alternative method on classroom instruction, district supervisors will be observing classroom instruction and asking teachers to reflect and expound on their experience as it relates to pedagogy. The findings of the observation(s) will be recorded in the mid year and final reports. This will also help the teacher and district supervisor develop a professional improvement plan. Further, administrators/district supervisors reserve the right to complete a formal classroom observation even if the teacher is completing an alternative path.

Whether the teacher is participating in an alternative model or being evaluated utilizing the formal observation instrument, a key goal is dialogue and collaboration between and among teachers and evaluators. All teachers must decide their preferred route by the third week in September and communicate their wishes to building district supervisors. If a teacher recognizes that reasons prevent the completion of an alternative supervision program, the teacher must report to the building administrator or district supervisor to arrange a formal classroom observation.

Teachers are encouraged to select a plan of action which stimulates professional growth and enhances pupil outcomes. The activities may extend and enhance an educator's Professional Improvement Plan, while being added to the repertoire of strategies and techniques.

1. Professional Growth/Supervision Alternative Models for Tenured Staff

The focus of these options is to stimulate professional growth and the enhancement of teaching skills through a meaningful and useful activity.

2. Collaborative Learning

a. Observe partner's class

b. Share supportive comments



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c. Analyze methods and strategies, effectiveness of techniques and materials

3. Collegial Partnership

a. Work with fellow teacher(s) on predetermined goals

b. May include team teaching, interdisciplinary projects, staff development

4. Action Research Project

Research new approaches in technique, subject matter, or methodology

Examples: expanded methods of alternative assessment, development of teaching strategies and classroom management systems, integration of technology in the classroom

5. Portfolio

a. Collect artifacts over a period of time including teacher work, pupil work, and self reflection

b. Focus on instructional technique, curriculum development, teaching strategies

6. Reflective Journal and Self-Analysis of Teaching

a. Self-reflect on the instructional strategies or course planning

b. Instructional focal point that is discussed throughout the year

c. Videotape lessons and classroom activities

d. Teacher views and reflects upon tape

e. Look for specific strategies, techniques, strengths, weaknesses

7. Other Alternatives

a. Allows teachers to tailor a project to their needs, subject to supervisor approval



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b. May include curriculum projects, pilot projects, teacher self-analysis

G. Annual Summary Conference, Annual Written Performance Report, and Professional Improvement Plan

1. Designated supervisors must conduct an annual summary conference with assigned employees. In order to insure that the employee will be adequately prepared for this meeting, advance notice shall be extended informing the employee of the forthcoming conference. This notice shall include a copy of the outline to be used as the evaluative instrument. For the purpose of a more meaningful exchange, the employee is encouraged to use this outline to write a self-evaluation prior to the meeting. The annual summary conference must be conducted prior to submitting a final copy of the annual performance report. The conference shall include but not be limited to:

a. A review of the performance of the employee based upon the job description.

b. A review of employee's progress toward objectives established in the individual professional improvement plan developed for that school year, if applicable.

c. A review of available indicators of pupil progress and growth toward program objectives.

d. Development of a professional improvement plan for the next school year. The plan should be a cooperative exercise in which the employee contributes considerably. The form and format of the improvement plan shall be as directed by the Superintendent except that the plan must speak to employee performance factors and program improvement factors. Objectives to be attained and suggested strategies to reach those objectives also must be treated.

2. An annual written performance report shall be prepared by the designated supervisor after the summary conference and should reflect the evaluator's conclusions regarding that teacher's total performance. The report shall contain but need not be limited to the following:

a. Recognition of performance strengths

b. Areas of performance in need of improvement based upon the job description



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- c. The professional improvement plan developed by the supervisor and employee
 - d. A summary of available indicators of pupil progress and growth and a statement as to how these indicators do or do not relate to the effectiveness of the overall program and/or the performance of the individual teaching staff member
3. The annual written performance report shall be presented to the employee for review. After reviewing the report, the employee must sign it within five days to indicate it has been received and read.
4. Should the teacher disagree with the written performance report, he/she may either submit a written statement to be attached to the report or request another meeting with the evaluator. If dissatisfaction still exists after another meeting, the employee may request a meeting with the Building Principal who shall meet with the teacher and evaluator in an effort to resolve the disagreement. The employee, evaluator, and/or administrator may request a meeting with the Superintendent if disagreements are not resolved satisfactorily.
5. If employee exceptions, comments, or clarifications result in redrafts of the annual performance report, the employee shall be afforded five school days to sign and return the final draft after receiving it. A teacher's request to discuss redrafts shall be honored by the evaluator; however, unless such discussion results in another redraft by the evaluator, the five days to sign may not be extended.
6. Employees may submit performance data not included in the annual written performance report prepared by the designated supervisor to be entered into the record under the following conditions:
 - a. The data is filed within ten school days after signing the performance report
 - b. The data is relevant to a point or points raised by the evaluator in the performance report
 - c. The data is new information not available or known to the evaluator
 - d. The data is summarized in a brief and succinct manner



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7. File copies of annual written performance reports and professional improvement plans shall be submitted on or before April 1 of each school year for non-tenure employees and by June 1 for tenure employees.

8. This section of the policy shall be implemented for supervisors and administrators through a Management by Objectives approach.

H. In-Service Training for Administrators and Supervisors

To ensure continuous improvement of observation and evaluation skills, the Board shall provide in-service opportunities for supervisors and administrators as planned by the Superintendent and funded by the Board in the annual fiscal plan.

I. Forms and Instruments

The use of specific forms for reporting or collection of data related to the evaluation process shall be established by the Superintendent in consultation with the professional staff. All forms and instruments are attached to this procedure.

J. Annual Review

For the purpose of a review of evaluation procedures and process, the Superintendent shall establish a committee composed of administrators, supervisors, and teachers. The committee shall consult the professional staff to determine how improvements might be made. The committee shall prepare a report to the Superintendent with copies to all District evaluators that shall include findings, recommendations, and policy revision proposals deemed appropriate by the committee. When policy changes are recommended, the Superintendent shall report them to the Board with his/her recommendation.

K. Notice of Designated Evaluator

The Superintendent shall notify each professional employee who has been assigned to carry out the summary evaluation process (Professional Improvement Plan, Annual Summary Conference, and Annual Written Performance Report) for him/her. Changes of evaluator assignments shall be communicated to employees within ten school days. It is understood that certificated persons other than the designated evaluator may perform observations and associated reports.

L. Job Descriptions and Performance Criteria/Indicators

Job descriptions shall exist for the following professional positions upon which evaluations shall be based:

Classroom Teacher



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Nurse
Child Study Team Member
Library Media Specialist
Guidance Counselor
Student Assistance Counselors
Principal
Vice Principal
Board Secretary/Business Administrator
Asst. Board Secretary/Business Administrator
Athletic Director
Assistant Athletic Director
Athletic trainer
Director of Special Services
Superintendent
Assistant Superintendent
Director of guidance
District Supervisor

At the beginning of each school year each employee shall be furnished with a copy of the job description applying to his/her position. Amendments to job descriptions shall be distributed within ten school days of Board adoption.

For each item on a given job description some observable criteria or indicators of successful performance shall be included to clarify for employees what is expected and intended.

Teacher Evaluation Process Description

Traditional Route - Observation

1. **Mandatory Pre Conference Exchange:** Teacher and observer share expectations for classroom lesson; teacher has opportunity to ask for specific feedback to occur during observation of lesson; a self-evaluation can be shared by teacher with observer whereby the teacher self-identifies needs; arena for professional dialogue; a physical meeting can be bypassed by a written pre-conference exchange.
2. **Observation - Full Period -** Observer uses an instrument that asks for a detailed narrative for dissected sections or whole lesson. For instance, an observer can create a narrative for each of the three instructional domains: Instructional Planning and Learning Objectives; Instructional Strategies and Assessment; and Learning Environment/Classroom Management. Each section possesses a list of expectations. The observer will make commendations and recommendations after each section.



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3. Mandatory Post Conference—Teacher and Observer share the experience and cooperatively suggest recommendations for improvement. A follow-up action plan may be designed.

Alternative System for Tenured Teachers

1. Teachers will have the option to select from six different alternative models when writing a proposal for approval by a district supervisor. If the alternative proposal is accepted, the teacher and district supervisor will discuss the project and detail objectives. The teacher will be responsible for completing a mid-year and end-of-the-year report. District supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.
2. The alternative evaluation model requires teachers to submit their proposal by the third week in September and communicate their written proposal to a district supervisor. The Mid Year Report is due the second week in January and the Final Report must be completed by April 30 for tenured teachers.
3. Administrator and district supervisor reserve the right to observe the teacher at any time and the teacher has the right to dismiss the intended project and request a formal observation.
4. The teacher's reports and collaboration with the administrator/district supervisor will contribute to the summative evaluation report and should be tied to the PIP, department, and district goals.

Differentiated Supervision

This Differentiated Supervision Model allows for a professional growth/supervision alternative. In order for a tenured teacher to participate in an alternative model, the proposal must be mutually agreed upon by both the teacher and the district supervisor. It should be noted that alternative models are flexible, however teachers must meet the requirements of the model as explained in the next section of this handbook. In order to measure the impact of the alternative method on classroom instruction, district supervisors will be observing classroom instruction and asking teachers to reflect and expound on their experience as it relates to pedagogy. The findings of the observation(s) will be recorded in the mid-year and final reports. This will also help the teacher and district supervisor develop a professional improvement plan. Further, administrators/district supervisors reserve the right to complete a formal classroom observation even if the teacher is completing an alternative path.

Whether the teacher is participating in an alternative model or being evaluated utilizing the formal observation instrument, a key goal is dialogue and collaboration between and



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among teachers and evaluators. All teachers must decide their preferred route by the third week in September and communicate their wishes to building district supervisors. If a teacher recognizes that reasons prevent the completion of an alternative supervision program, the teacher must report to the building administrator or district supervisor to arrange a formal classroom observation.

Supervision Alternatives

Teachers are encouraged to select a plan of action which stimulates professional growth and enhances pupil outcomes. The activities may extend and enhance an educator's Professional Improvement Plan, while being added to the repertoire of strategies and techniques.

The next page provides a list of possible professional growth/supervision alternatives, followed by a detailed explanation of each. In particular, teachers and district supervisors should be mindful of their roles in making the alternative a meaningful growth experience for the teacher. All teachers who opt for the differentiated supervision are also requested to complete the Mid-Year Report by the second week in January and the Final Report by the last week in April. These reports will inform and serve as part of the Annual Performance Report evaluation.

Professional Growth/Supervision Alternative Models for Tenured Staff

The focus of these options is to stimulate professional growth and the enhancement of teaching skills through a meaningful and useful activity.

1. Collaborative Learning

- a. Observe partner's class
- b. Share supportive comments
- c. Analyze methods and strategies, effectiveness of techniques and materials

2. Collegial Partnership

- a. Work with fellow teacher(s) on predetermined goals
- b. May include team teaching, interdisciplinary projects, staff development

3. Action Research Project

Research new approaches in technique, subject matter, or methodology



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Examples: expanded methods of alternative assessment, development of teaching strategies and classroom management systems, integration of technology in the classroom

4. Portfolio

- a. Collect artifacts over a period of time including teacher work, pupil work, and self reflection
- b. Focus on instructional technique, curriculum development, teaching strategies

5. Reflective Journal and Self Analysis of Teaching

- a. Self reflect on the instructional strategies or course planning
- b. Instructional focal point that is discussed throughout the year
- c. Videotape lessons and classroom activities
- d. Teacher views and reflects upon tape
- e. Look for specific strategies, techniques, strengths, weaknesses

6. Other Alternatives

- a. Allows teachers to tailor a project to their needs, subject to supervisor approval
- b. May include curriculum projects, pilot projects, teacher self analysis

A detailed explanation of each alternative can be found on the following pages:

Professional Growth/Supervision Alternatives—Detailed Explanations

Collaborative Learning

Collaborative Learning allows one staff member to support and help another staff member. This is a peer relationship where one staff member has specific training or expertise and acts as a coach. It is another opportunity for teachers to work together, learn from each other, and improve professionally. This process provides support to try new things and acquire new skills while receiving feedback about performance. Coaches become a source of knowledge and inspiration in a mutually supportive environment.



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Coaches must be well prepared in all areas of professional practice. A collaborative learning plan is developed by the peer coach, approved by the supervisor, and shared with those individuals involved in the partnership.

Process

1. Any educator may volunteer to be part of a collaborative learning partnership. Further, an administrator, knowing of a staff member's expertise, may request that an individual serve as a partner.
2. The partnership develops a plan with a focus on peer coaching and a timeline for implementation.
3. The partnership implements the plan and reports on the plan activities to the administrator according to the timeline.
4. The collaborative partnership maintains a log of sessions, noting date, time, and topics.
5. Optional activities: Peer observation

Supervisor's Role

1. Approve the collaborative partnership and plans for experienced teachers.
2. At the APR/PIP Conference, and again at the beginning of the year, assist the partnership with goals, pupil outcomes, and timelines.
3. Complete the Annual Performance Report.
4. At the request of the teachers, administrators and/or district supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.

Collegial Partnerships

- Two or more professionals work together to achieve a predetermined goal.
- Partners should have specific goals with plans to reach those goals prior to requesting approval of this option.
- Partnerships can be formed within the same disciplines or between disciplines relating to a specific aspect of methodology, curriculum, or pupil behavior management, when applicable.



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- Examples may include but are not limited to collaborative teaching teams, interdisciplinary projects, staff development, and differentiated instruction.

- Evidence of progress must be documented by the partnership.

Process

1. Educators identify partners who jointly complete items 2-9.
2. Meet and develop goals and plans to implement those goals.
3. Establish pupil or organizational outcomes and timelines.
4. Meet with district supervisor for plan approval.
5. Implement plan and reflect on results.
6. Maintain a log of dates, meeting times, and topics.
7. Schedule periodic informal review with administrator or district supervisor.
8. Present a final evaluation report to the district supervisor and jointly determine whether goals were met.
9. Possible options: maintain interactive journal and peer observations.

Supervisor's Role

1. At APR/PIP conference and again at the beginning of the year, assist staff members with goals, pupil outcomes, and timelines.
2. Provide the necessary materials, training, schedule accommodation, and support.
3. Provide periodic review and evaluation of the program to determine whether the goals are being met satisfactorily.
4. Complete the Annual Performance Report.
5. Reserves the right to dismiss the collegial partnership if goals have not been developed by the agreed upon timeline.



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6. At the request of the teachers, administrators and/or district supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.

Action Research Project

Action research is a reflective and systematic approach to the resolution of specific concerns and issues. The process begins when teachers seriously examine and reflect on what is happening in their classrooms. It continues as the teacher looks for alternative ways to resolve issues and implement techniques and procedures in the classroom. This option could be completed by one or more educators working collaboratively.

Any researcher collecting information from pupils should have parental consent prior to questioning, surveying, or using any other data collection method.

Process

1. Formulate the problem by identifying an area of professional concern.
2. Develop possible courses of action with colleagues and administrators.
3. Establish goals, pupil outcomes, and timelines (an action plan).
4. Collect data by using pupil assessment instruments, grades, attendance, professional literature, surveys, interviews, etc.
5. Organize data to reflect trends or patterns.
6. Develop possible courses of action with colleagues and administrators.
7. Implement plan.
8. Analyze and interpret data and draw conclusions.
9. Maintain a log of dates, times, and topics researched.
10. Options: maintain an interactive journal.

Supervisor's Role

1. At the APR/PIP conference, and again at the beginning of the school year, confirm the goals, pupil outcomes and timelines.
2. Review the research while in progress.



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3. Review project outcomes and discuss action research cycles of inquiry.
4. Complete the Annual Performance Report.
5. At the request of the teachers, administrators and/or district supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.

Portfolios

A portfolio consists of a compilation of information collected over a period of time that illustrates the work of the teacher, samples of pupil work, and teacher self-reflection. The focus will be one or more specific techniques, materials or procedures the educator wants to implement in the classroom. The portfolio will show the teacher's methods and showcase his/her professional growth. The emphasis is on the teaching and not the teacher.

Portfolios must include unit plans/lesson plans and a minimum of three of the following options:

- Examples of pupil work, reflecting achievement, particularly improvement, in meeting the CCCS
- Teacher made materials
- Video tapes of lessons or classroom activities
- Reflection journal
- List of workshops attended and professional development efforts
- Goals, both long and short term
- Examples of pupil performance assessments
- Illustrations of teacher's best practices
- Notes of peer observations on pertinent topics
- Responses of pupils and parents
- Teacher may also include any other item that is viewed as helpful to understanding the contents of the portfolio.



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Process

1. Establish target goals for the year; obtain administrator's permission.
2. Articulate purpose and intended impact on pupil learning.
3. Decide on a timeline including periodic reviews via interactive journals, informal conferences, or administrator/district supervisor review.
4. Implement the plan and collect data.
5. Maintain a log of activities including dates and times.
6. Reflect on results; write up these reflective comments.

Supervisor's Role

1. At the APR/PIP conference and again at the beginning of the year, assist the staff member with the goals, pupil outcomes, and timelines.
2. Provide periodic review via informal meetings — there should be at least one form of contact by end of second marking period.
3. Complete Annual Performance Report.
4. Informal classroom visits and discussion of performance.
5. At the request of the teachers, administrators and/or district supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.

Reflective Journals & Self Analysis of Teaching

Reflective journals involve an ongoing written dialogue where teachers engage in authentic professional development through self-analysis, discussion, and reflection of his/her own work. The process is open ended, as both the teacher and the administrator may pose and/or respond to questions. Journals can be highly interactive and serve as both a communication tool and a data source that promote reflection, growth, and the linkage of experiences on which to build teaching practice.

Self analysis of teaching allows teachers to identify individual professional goals and work in a self-evaluation manner. To accomplish this, the teacher videotapes his/her lessons related to the particular goal. Any area of the teaching process may be targeted; for example, enhancing questioning techniques. The domains included in the district



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Classroom Observation Report may assist a teacher in identifying a goal. The results, perceptions, and experience can be shared in journal format with a district supervisor.

Process

1. Establish target goals for the year.
2. Articulate the intended impact on pupil learning.
3. Decide on the timeline including frequencies of journal responses.
4. Implement the plan and begin journal writing.
5. Maintain a log of interactions.
6. Reflect on the results.
7. Establish the behaviors the teacher is most interested in analyzing.
8. Establish time frames and timelines to videotape, view, and respond to tapes.
9. Teacher will tape, observe tape, and write analysis of the tape.
10. Maintain a log of activities including dates and times.
11. A teacher observes the tape, he/she may identify areas that need some improvement and should document them.
12. Future tapes will reflect changes made to address the need of the teacher.
13. Provide mid year summary to administrator.
14. Provide videos, analysis, and a self-reflection about the project at the end of the year.

Supervisor's Role

1. At the APR/PIP conference, and again at the beginning of the year, assist the staff member with the goals, pupil outcomes, and timelines of this professional project.
2. At the request of the teacher, administrators/district supervisors may write journal responses to staff members at agreed upon times throughout the process.



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3. Discuss performance and process.
4. Complete the Annual Performance Report.
5. At the request of the teachers, administrators and/or district supervisors may conduct an observation of classroom instruction connected with the chosen alternative model.

Additional Alternatives

This model would give staff members the flexibility to develop an evaluation plan that would meet a curricular, instructional, or program goal not mentioned in the previous options:

Examples of some options:

- Staff development program attendance followed by instructional or curricular improvements
- Out-of-district conference attendance followed by an action plan/project and implementation of the project
- Establishment of an intra-disciplinary or interdisciplinary project or unit
- Collaborative proposals
- Curriculum projects
- Pilot projects

Process

1. Meet with the district supervisor(s) to agree on the goals, pupil outcomes, and time lines.
2. Develop a plan for implementation.
3. Maintain a log of activities which includes dates and times.
4. Review the results at regular intervals.

Supervisor's Role



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1. At the APR/PIP conference and again at the beginning of the year, approve the plan and facilitate attendance at appropriate workshops if necessary.
2. Evaluate the instruction changes, projects, curricular revisions, based on the mutually determined goals and objectives.
3. Complete the annual summative assessment.
4. Observe the teacher in performance of duties and discuss results.

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R 3221 EVALUATION OF TEACHERS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

“Announced observation” means the person conducting an evaluation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

“Annual performance report” means a written appraisal of the teacher’s performance prepared by the Principal or designee based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.



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Evaluation of Teachers

“Corrective Action Plan” means a written plan developed by a teaching staff member serving in a supervisory capacity in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide.

“Department” means the New Jersey Department of Education.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher’s evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, professional standards, and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources.

“Evaluation rubrics” means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.



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“Individual professional development plan” means a written statement of goals developed by a teaching staff member serving in a supervisory capacity in collaboration with a teaching staff member that: aligns with professional standards for teachers set forth in N.J.A.C. 6A:9-3.3 and the New Jersey Professional Development Standards; derives from the annual evaluation process; identifies professional goals that address specific individual, district or school needs, or both; and grounds professional development activities in objectives related to improving teaching, learning, and student achievement. The individual professional development plan shall include timelines for implementation, responsibilities of the employee and the school district for implementing the plan, and specific support and periodic feedback that the district shall provide.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

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

“Observation” means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual 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:9-1.1.

“Post-observation conference” means a meeting, either in-person or remotely, between a supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.



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

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” is an academic goal that teachers and evaluators set for groups of students.

“Student growth percentile” means a 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.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, 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:9-1.1.

“Teacher” means a teaching staff member holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

“Teaching staff member” means a member of the professional staff of any district or regional Board of Education, or any county vocational school district Board of Education, holding office, position, or employment of such character that the qualifications for such office, position, or employment 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:

1. An instructional certificate (holders of this certificate are referred to in N.J.A.C. 6A:10-1.1 et seq. as “teachers”);
2. Administrative certificate; and
3. Educational services certificate.



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“Unannounced observation” means the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

“Validity” means the extent to which evidence and theory support an interpretation of scores from a measurement instrument for a particular use of the instrument. In the context of evaluating educator practice, this means the evidence gathered using the instrument supports correct and useful inferences and decisions about the effectiveness of the practice observed.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Reports – N.J.A.C. 6A:10-1.4

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information 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. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.



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D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123.b. (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:
 - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-1.1 et seq.
 - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c).
 - c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption.
 - d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics.



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- e. 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.
 - f. Ensure data elements are collected from the implementation of the teaching practice instrument 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.
 - g. Ensure each Principal in the district certifies any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-2.4(h); N.J.A.C. 6A:10-4.4; and N.J.A.C. 6A:10-5.4, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instruments:
 - a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher 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. Provide training on the teacher practice instrument 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;



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- c. Annually provide updates and refresher training on the teacher practice instrument for any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers;
- d. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete two co-observations during the academic year:
 - (1) At least one co-observation shall be completed by December 1;
 - (2) Co-observers shall use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument; and
 - (3) A co-observation may count as a required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4. A co-observation shall count as one required observation under N.J.A.C. 6A:10-4.4.
- e. The Superintendent shall annually certify to the Department that all supervisors of teachers 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.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

- 1. 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 Superintendent, a special education administrator, a parent, and a member of the Board of Education.



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2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups.
3. Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation procedures for teachers.
2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
 - a. Evaluation rubrics for all teachers;
 - b. Roles and responsibilities for implementation of evaluation policies and procedures;
 - c. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in this N.J.A.C. 6A:10 et seq.;
 - d. 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 teacher's supervisor, or his or her designee;
 - e. The process for preparation of individual professional development plans; and



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- f. The process for preparation of an annual written performance report by the teacher's supervisor or designee, and an annual summary conference between the teacher and his or her supervisor, or the supervisor's designee.
3. The annual summary conference between the supervisor and the teacher shall be held before the written performance report is filed. The conference shall include, but not be limited to, a review of the following:
 - a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including the teacher practice instrument;
 - b. The progress of the teacher toward meeting the objectives of the individual professional development plan or, whenever applicable, the corrective action plan;
 - c. Available indicators or scores of student achievement or growth such as student growth objective scores and student growth percentile scores, as applicable; and
 - d. The preliminary annual written performance report.
4. If any scores for the teacher'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.
5. The annual written performance report shall be prepared by the teacher's Principal or designee, and shall include, but not be limited to:
 - a. A summative rating based on the evaluation rubric, including a total score for each component as described in N.J.A.C. 6A:10-4;
 - b. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and the teacher practice instrument;



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c. An individual professional development plan developed by the supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report; and

d. A summary of student achievement scores or growth indicators.

6. The teacher and the preparer of the annual written performance report shall sign the report within five teacher working days of the review.

7. The annual summary conference and annual written performance report shall be completed prior to June 30.

8. The Board of Education shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for a teacher as part of his or her personnel file. 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.

H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the Superintendent or the teacher's supervisor.

2. If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the teacher and his or her supervisor shall meet to 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 teacher's annual summary conference that occurs at the end of the year of evaluation.



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3. If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the teacher and his or her supervisor shall meet to discuss the corrective action plan within fifteen teacher working days following the school district's receipt of the teacher's summative rating.
4. The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9-15.4(c) and 15.7(c) until the next annual summary conference.
5. The content of the corrective action plan shall:
 - a. Address areas in need of improvement identified in the teacher 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).
6. The teacher's supervisor, or his or her designee, and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4.
7. Progress toward the teacher's goals outlined in the corrective action plan, and data and evidence collected by the supervisor and/or the teacher to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the teacher's personnel file and reviewed at the annual summary conference or the mid-year evaluation.



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8. Progress toward the teacher's goals outlined in the corrective action plan may be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
9. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's supervisor.
10. 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. 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. One observation in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-4.4(a), the length of which shall be determined by the Superintendent or the Principal and shall be the same length for all teachers with a corrective action plan; and
 - b. One post-observation conference in addition to the observations required in N.J.A.C. 6A:10-4.4, as defined in N.J.A.C. 6A:10-1.2 and described in N.J.A.C. 6A:10-4.4(b), during which progress toward the teacher's goals outlined in the corrective action plan shall be reviewed.
11. Tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)2.

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1



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

2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

- a. The School Improvement Panel shall:



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- (1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9-8 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(j); and conduct mid-year evaluations for teachers who are on a corrective action plan; and
- (4) Identify professional development opportunities for all teachers 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:9-15.5.

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:9-8.4.

J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.



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2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:
 - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and
 - b. Measures of teacher practice determined through a teacher practice instrument and other measures described in N.J.A.C. 6A:10-4.3 and 4.4.
3. Each measure 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, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least forty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
 - b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
 - c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.
4. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.



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K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The measures shall include the following components pursuant to 2. below and, when required by the Department, as described in N.J.A.C. 6A:10-4.1(c):
 - a. The median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 3. below; and
 - b. Student growth objective(s), which 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.
 - (1) For teachers who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.
2. The median student growth percentile shall be included in the annual summative rating of a teacher who:
 - a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;
 - b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and



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- c. Has at least twenty 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 twenty individual student growth percentile scores in a given academic year, a maximum of three years of student growth percentiles may be used, including the academic year of the latest summative evaluation rating.
3. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district.
4. The Department shall periodically collect data that include, but are not limited to, component-level scores. For teachers who have a student growth percentile score:
 - a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
 - b. The Department shall then report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.
5. Student growth objectives for teachers shall be developed and measured according to the following procedures:
 - a. The Superintendent 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 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.



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- 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. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.
- d. 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.
- e. Adjustments to student growth objectives may be made by the teacher or his or her supervisor only when approved by the Superintendent or designee and shall be recorded in the teacher's personnel file on or before February 15.
- f. 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.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

- 1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.



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M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
2. Observation conferences shall include the following procedures:
 - 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 fifteen teaching staff member working days following each observation. A pre-conference shall be required pursuant to 4. below.
 - 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 communications.
 - d. A pre-conference, when required, shall occur within seven teaching staff member working days prior to the observation, not including the day of the observation.
3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4, 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 Superintendent shall decide whether the third required observation is announced or unannounced. The following additional requirements shall apply:



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- a. Nontenured teachers shall receive a minimum of three observations within the timeframe set forth in N.J.S.A. 18A:27-3.1, and 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. Teachers on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.
- c. 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 section for multiple observers.
 - (2) One co-observation shall count as one observation required in 4. below.
- d. One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required fifteen teaching staff member working days following the observation for the purpose of evaluation.
- e. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
- f. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.



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4. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:
 - a. 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.
 - b. 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.
 - c. A tenured teacher shall receive at least three short observations.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-6.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:
 - a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to 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: ineffective, partially effective, effective, and highly effective;
 - (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



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- (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
 - d. Include descriptions of specific training and implementation details required for the instrument to be effective.
2. For Commissioner-approval of a teacher practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.

Adopted: 9 April 2009

Second Reading: 5 December 2013

