Merchantville Board of Education 130 South Centre Street Merchantville, NJ 08109	Regulation Code: 4116 Adopted : 06/03/2024

EVALUATION OF TEACHING STAFF MEMBERS

GENERAL STATEMENT

The board of education directs the chief school administrator to oversee the implementation of the evaluation process for all teaching staff members. The board recognizes that the procedures for the implementation of the evaluation process shall in part depend on the specific procedural instructions accompanying the board adopted evaluation rubrics and practice instruments. Therefore, the board directs the chief school administrators to dedicate the supervisory staff necessary to conduct the evaluation process according to such instruction within the time frames detailed in law and board policy.

STAFF RESPONSIBLE

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

Position	Summary of Main Responsibilities
Chief school administrator	• General policy and procedure oversight within the district • Recommend for board adoption the evaluation rubrics and practice instruments • Ensure teaching staff members and principals, vice principals and assistant principal receive training on the evaluation process • Determine the number of required student growth objectives for teachers • Report district evaluation data to the board • General oversight of policy and procedures in the school • Appoint the school improvement panel • Serve on the school improvement panel
Chief School Administrator and Administrative Team	• Receive training in observation, evaluation rubrics, practice instruments • In consultation with the evaluated teaching staff members develop student growth objectives • Conduct evaluations including observations and post observation conferences • Ensure all parts of the evaluation process are conducted by the appropriate deadlines • Annual summary conference • Annual performance report
School advisory panel	• Oversee the mentoring program • Conduct evaluations • Ensure corrective action plans are created (where appropriate) and conduct mid-year evaluations • Identify professional development opportunities • Conduct observations
Board of education	• Approve evaluation rubric and practice instruments • Establish the district evaluation advisory committee

	• Evaluate evaluation data • Annually readopt teacher evaluation policies and procedures
Teaching staff members (including teachers, noninstructional certified staff)	• Receive training on evaluation rubrics, practice instrument • In consultation with the principal, designated supervisor, develop student growth objectives

PROCEDURES

A. The chief school administrator, and as appropriate in consultation with the district advisory committee and/or the school improvement panel(s), shall oversee the implementation all aspects of the district process for the evaluation of teaching staff members as detailed in board policy;

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.

C. The chief school administrator or his or her designee shall notify all teaching staff members of amendments to the policy within 10 working days of adoption;

D. The chief school administrator shall recommend annually to the board for adoption teacher and principal evaluation rubrics that meet the following minimum standards (N.J.S.A. 18A:6-123):

1. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
2. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth from one year's measure to the next year's measure;
3. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
4. 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;
5. 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;
6. The rubric is based on the professional standards for that employee;
7. The performance measures used in the rubric are linked to student achievement;
8. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
9. At each observation of a teacher, either the principal, his or her 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;
10. 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;
11. An opportunity for the employee to improve his effectiveness from evaluation feedback;
12. Guidelines regarding training and the demonstration of competence on the evaluation system to support its implementation;
13. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
14. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources;
15. A process for a school district to obtain the approval of the commissioner to utilize other evaluation tools; and

16. A process for ensuring that the results of the evaluation help to inform instructional development.

E. The chief school administrator shall ensure that all teaching staff members including teachers, noninstructional certified staff, principals, vice principals, assistant principals and supervisors receive the required training detailed in board policy 4116 Evaluation of Teaching Staff Members;

F. The chief school administrator or his or her designee shall certify to the Department of Education that any observer who conducts an observation of a teaching staff member meets the statutory observation requirements (N.J.S.A. 18A:6-119, N.J.S.A. 18A:6-123.b(8), and N.J.S.A. 18A:27-3.1) and certify that the teacher member of the School Improvement Panel meets the requirements detailed in board policy 4116 Evaluation of Teaching Staff Members and according to law (N.J.A.C. 6A:10-3.2);

G. The board shall annually adopt evaluation rubrics for all teaching staff members. 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 set forth in N.J.S.A. 18A:6-123 and described above. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

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:

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 (SGO) for all teachers developed in consultation with their designated supervisor or the principal's designee.

A. Measures of teacher practice component rating which shall be based on the measurement of the teacher's performance according to the 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;

B. Teacher observation.

Student Growth Percentile

A. Median student growth percentile shall be included in the annual summative rating for teachers who:

1. Teach at least one course or group within a course that falls within a standardized-tested grade or

subject;
2. 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
3. Have at least 20 individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least 20 individual student growth percentile scores in a given school year, the student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation.

B. The New Jersey Department of Education shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

1. The board shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
2. The Department then shall report to the board the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

Student Growth Objectives

Student growth objectives for teachers are academic goals that teachers and designated supervisors set for groups of students. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within 25 working days of the teacher's start date if the teacher begins work after October 1. 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. 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. The minimum and maximum number of required student growth objectives within this range shall be posted on the New Jersey Department of Education website by August 31, prior to the school year;

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. Each teacher shall develop, in consultation with his or her supervisor or a principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the principal shall make the final determination;

D. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each academic year, or within 20 work days of the teacher's start date if the teacher begins work after October 1;

E. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the chief school administrator or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15. If the SGO covers only the second semester of the school year, or if a teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

F. The teacher's designated supervisor 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 and recorded in the teacher's personnel file.

Observation and Post Observation Conference

The observation and post observation conferences shall be conducted according the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members.

Corrective Action

A corrective action plan shall be developed for any teaching staff member who is rated ineffective or partially ineffective by the evaluation rubrics. The corrective action plan shall be developed according to the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members.

Staff Development

The observation and post observation conferences shall be conducted according the procedures detailed in board policy 4116 Evaluation of Teaching Staff Members and 4131/4141.1 Staff Development.