Merchantville Board of Education 130 South Centre Street Merchantville, NJ 08109	File Code : 4116 Proposed : 08/23/88 Adopted : 09/27/88 Revised : 04/24/2018 Reviewed : 05/06/2024

Evaluation

The board of education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the Common Core State Standards for mathematics and language arts and literacy and the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

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

A. Continual improvement of instruction;

B. Meaningful differentiation of educator performance using four performance levels;

C. Use of multiple valid measures in determining educator performance levels, including objective measures of student performance and measures of professional practice;

D. Evaluation of educators on a regular basis;

E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and

F. District personnel decisions.

Definitions

For the purpose of this board policy on teacher evaluation "teaching staff member" means a member of the professional staff of any district that the qualifications for such 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:

A. An instructional certificate (holders of this certificate are referred to in this chapter as "teachers");

B. Administrative certificate; and

C. Educational services certificate (N.J.A.C. 6A:10-1.2).

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

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

Board Responsibilities

The board shall:

A. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the board's evaluation policies and procedures;

B. Annually adopt the evaluation rubrics and policies and procedures developed by the chief school administrator that pertain to the evaluation of district staff;

C. Annually adopt by June 1, Commissioner-approved educator practice instruments and notify the Department of Education which instruments will be used as part of the school district's evaluation rubrics.

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

A. The chief school administrator directs the development of and oversees the district evaluation policies and procedures requiring the annual evaluation of all teaching staff members. The chief school administrator may consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels. The chief school administrator shall direct the development and oversee:

1. The implementation of board approved evaluation rubrics for all teaching staff members;

2. The assignment of roles and responsibilities for implementation of evaluation policies and procedures;

3. The development of job descriptions and evaluation criteria that are based upon school district goals, student achievement, instructional priorities, and the evaluation regulations promulgated by the Department of Education;

4. The application of methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the teaching staff member's supervisor, or his or her designee;

5. The preparation of individual professional development plans; and

6. The preparation of an annual written performance report by the teaching staff member's supervisor, or his or her designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the supervisor's designee.

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

C. The principal of the school has established a School Improvement Panel. The panel shall be established annually by August 31;

D. Data elements shall be collected from the implementation of the teaching and principal practice instruments and the data shall be stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and

E. Each principal in the district shall certify that any observer who conducts an observation of a teaching staff member meets the statutory observation requirements (N.J.S.A. 18A:6-119, 18A:6-123.b(8), and 18A:27-3.1) and certifies that the teacher member of the School Improvement Panel meets the requirements detailed below and according to law (N.J.A.C. 6A:10-3.2).

Training for Teaching Staff Members and Supervisors

The board of education shall ensure, through the chief school administrator or his or her designee(s) that the following training procedures are observed when implementing the evaluation rubric for all teaching

staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

A. Teaching Staff Members

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

B. Supervisors of Classroom Teachers

"Supervisor" means an appropriately certified teaching staff member, employed in the school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor, endorsement as defined in N.J.A.C. 6A:9-1.1.

1. Training on the teacher practice instruments shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;

2. Any supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers shall be provided annual updates and refresher training on the teacher practice instruments;

3. Each supervisor who will conduct observations for the purpose of evaluation of a teacher shall complete two co-observations annually, during the academic year:

a. At least one co-observation shall be completed by December 1;

b. Co-observers shall use the double observation to calibrate teacher practice instruments, promote accuracy in scoring, and to continually train themselves on the instrument:

c. A co-observation shall count as a required observation as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below). A co-observation shall count as one of the required teacher observations;

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

District Evaluation Advisory Committee

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

A. Teachers from each school level represented in the school district;

B. Central office administrators overseeing the teacher evaluation process;

C. Supervisors involved in teacher evaluation, when available or appropriate; and

D. Administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel.

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

School Improvement Panel

The school shall convene a School Improvement Panel. The panel shall include the principal, or his or her designee, an assistant or vice-principal, and a teacher. The principal's designee shall be an individual employed in the district in a supervisory role and capacity who possesses a school administrator, principal, or supervisor endorsement. In the event that an assistant or vice-principal is not available to serve on the panel, the principal shall appoint an additional member to the panel, who is employed in the district in a supervisory role and capacity and who possesses a school administrator certificate, principal certificate, or supervisor certificate. Any district that has entered a shared services agreement for the functions of the school improvement panel may provide services under that shared services agreement.

The chief school administrator shall ensure that each school has established a School Improvement Panel that shall include the principal, a vice principal, and a teacher who is chosen by the building principal in consultation with the majority representative. The principal shall establish the panel annually by August 31. The principal may appoint additional members to the School Improvement Panel as long as all members meet the following criteria and the teacher(s) on the panel represents at least one-third of its total membership:

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

A. The teacher member shall be a person with a demonstrated record of success in the classroom and who has demonstrated (beginning in academic year 2015-2016) a record of success with an evaluation rating of effective or highly effective in the most recent available annual summative rating;

B. The teacher member shall be selected in consultation with the majority representative. The majority representative may submit to the principal teacher member nominees for consideration;

C. The principal shall have final decision making authority and is not bound by the majority representative's list of nominees.

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

Duties of the School Improvement Panel

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

A. Oversee the mentoring of teachers according to board policy 4112.2 Certification, the State requirements for instructional certification as detailed in N.J.A.C. 6A:9-8, and support the implementation of the school district mentoring plan. Mentoring activities shall be developed in consultation with the school improvement panel;

B. Conduct evaluations of teachers according to board policy and law (N.J.A.C. 6A:10-2.4 and 4.4);

C. Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5(j) and conduct the mid-year evaluations for teachers who are on a corrective action plan; and

D. Identify professional development opportunities for all teaching staff members that are tailored to meet the unique needs of the students and staff of the school, and are 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:

1. The teacher member may participate in the conduct of observations for the purpose of evaluation. In order to participate, the teacher member shall have:

a. Agreement of the majority representative;

b. An appropriate supervisory certificate; and

c. Approval of the principal who supervises the teacher being observed.

2. 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.

Components of Teacher Evaluation

The components of teacher evaluation shall include the following:

A. Board approved evaluation rubrics that include;

1. Student achievement components as described in N.J.A.C. 6A:10-4.2:

a. Median student growth percentile;

b. Student growth objectives;

2. Measures of teacher practice determined through a teacher practice instrument for the observation of teachers and other measures;

B. A professional development plan (PDP);

C. An annual summary conference between supervisors and teaching staff members shall be held before the written performance report is filed;

D. An annual performance report that is a written appraisal of the teaching staff member's performance prepared by a supervisor based on the evaluation rubric for his or her position.

The teacher shall submit his or her written objections of the evaluation within 10 teaching staff member working days following the conference. The objections shall be attached to each party's copy of the annual written performance report.

Evaluation Rubrics for Teaching Staff Members

The board shall annually adopt evaluation rubrics approved by the commissioner for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The evaluation rubric is a set of criteria, measures, and processes used to evaluate all teaching staff members in the district. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes.

The board shall adopt an evaluation rubric specifically for teachers and evaluation rubrics for other categories of teaching staff members (N.J.A.C. 6A:10-2.1).

The board may adopt a model evaluation rubric that has been reviewed and accepted by the Commissioner. A model teaching or principal evaluation rubric includes a teacher or principal practice instrument that appears on the Department of Education's list of approved educator practice instruments.

The board may also select an educator evaluation rubric other than the model rubric that at a minimum includes the standards set forth in law (N.J.S.A. 18A:6-123) and has four defined annual ratings: ineffective, partially effective, effective, and highly effective.

All evaluation rubrics for teaching staff members shall be submitted to the Commissioner by June 1 for approval by August 1 of each year (N.J.A.C. 6A:10-2.1c).

The chief school administrator shall develop, in consultation with teaching staff members, job descriptions for each teaching staff member position and evaluation criteria for said positions based directly upon the job description. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the board for approval.

Evaluation Rubric and Practice Instrument for Teachers

A. Teacher Evaluation Rubric

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

1. Measures of student achievement:

a. Median student growth percentile for teachers who teach at least one course or group within a course that falls within a standardized-tested grade or subject; and

b. Student growth objectives for all teachers developed in consultation with their principal or his or her designee.

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

B. Teacher Practice Instrument

The teacher practice instrument shall be approved by the Commissioner and shall:

1. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3);

2. 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:

a. Clearly define the expectations for each rating category;

b. Provide a conversion to the four rating categories: highly effective, effective, partially effective, and ineffective;

c. Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and

d. Use clear and precise language that facilitates common understanding among teachers and administrators;

3. 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

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

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 district may choose to use as a measure of competency.

Observation: Tenured and Nontenured Classroom Teachers

Each teacher shall be observed at least two times during each school year but not less than once during each semester. For the purpose of this policy a semester shall be defined as the first 90 students days or the last 90 student days of the school year.

A. Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:

1. A nontenured teacher in the school district shall receive at least three observations not less than one per semester;

2. A tenured teacher shall receive at least two short observations but not less than once per semester.

D. Each teacher shall be observed at least two times during each school year but not less than once during each semester. For all teachers:

1. At least one of the required observations shall be announced and preceded by a pre-conference;

2. At least one of the required observations shall be unannounced;

3. The chief school administrator shall decide whether the third observation for non-tenured teachers is announced or unannounced;

4. 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.

E. For nontenured teachers specifically:

In addition to the requirements as stated above in "D" for all teachers, the following shall apply to nontenured teaching staff member observation (nontenured teaching staff members include all nontenured professional staff who possess a valid and effective standard or a provisional or emergency certification):

1. Non tenured teachers shall receive a minimum of three observations that are to take place before April 30 each year; and

2. Non tenured 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:

a. A co-observation shall fulfill the requirement for multiple observers.

b. One co-observation shall count as one required observation as described in "A" above.

All teacher staff members assigned a corrective action plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference (as detailed below under Corrective Action Plans).

Observation Conferences for Teachers

The following procedures shall apply to teacher observation conferences:

A. At least one of the required observations shall be announced and preceded by a pre-conference. The pre-conference shall occur within seven teaching staff member working days prior to the observation, not including the day of the observation;

B. A post-observation conference shall be required for all observations, announced, unannounced, long, short, and/or required by a corrective action plan;

C. The post-conference shall occur no more than 15 teaching staff member working days following each observation;

D. A supervisor who was present at the observation shall conduct a post-observation conference with the teacher being observed;

E. 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; and

F. 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.

Following each observation a post-observation conference shall be conducted and documented.

One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation for the purpose of evaluation.

A written observation/evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.

The teacher shall submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Annual Written Performance Report for Teachers

The annual written performance report shall be prepared by the teaching staff members who participated in the evaluation of the teaching staff member. In the case of a teacher, the annual written performance report shall be prepared by the teacher's principal, or his or her designee, and shall include, but not be limited to:

A. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4 and 5 including the student achievement components (medium student growth percentile, student growth objectives), the teacher practice component, and teacher observation. The four summative performance ratings are:

1. Highly effective;
2. Effective;
3. Partially effective;
4. Ineffective.

B. Performance area(s) of strength and area(s) needing improvement based upon the job description, observations for the purpose of evaluation and, when applicable, the educator practice instrument;

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

D. A summary of student achievement or growth indicators, when applicable.

The teaching staff member and the preparer of the annual written performance report shall sign the report within five working days of the review.

Annual Summary Conference for Teachers

The annual summary conference between supervisors and teaching staff members 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 teaching staff member based upon the job description and, when applicable, the scores or evidence compiled using the teaching staff member's evaluation rubric, including the education practice instrument;

B. The progress of the teaching staff member toward meeting the objectives of the individual professional development plan or, when applicable, the corrective action plan;

C. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and

D. The preliminary annual written performance report.

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

Observation, Conference, Written Evaluation and Annual Performance Report: Teaching Staff Members

The chief school administrator shall determine the duration of the observations required for other nontenured teaching staff members who hold a valid and effective standard, provisional or emergency certificate including the school nurse and athletic trainer. Observations for nontenured teaching staff members include, but are not limited to: observations of meetings, student instruction, parent

conferences, and case-study analysis of a significant student issue. The observation shall:

A. Be followed within 15 working days by a conference between the administrative or supervisory staff member who has made the observation and written evaluation, and the nontenured teaching staff member;

B. Be followed by both parties to such a conference signing the written evaluation report and each retaining a copy for his or her records; and

C. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within 10 teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

All teacher staff members assigned a corrective action plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference (as detailed below under Corrective Action Plans).

Personnel Records of Teaching Staff Members

The administration shall add all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth for a teaching staff member as part of his or her personnel file. The records shall be confidential and shall not be subject to public inspection or copying according to the Open Public Records Act and board policy 4112.6/4212.6 Personnel Records.

Teacher Professional Development Plans

To meet the state professional development requirements, each teacher whose position requires possession of the instructional or education services certificate shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be reduced by a pro rata share reflecting the use of family or medical leave. It is the individual teacher's responsibility in accordance with district policies, to assure that a teacher meets the professional development requirement. There is no mandated financial obligation on the part of the district.

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9-15.3.3. The PDP shall be effective for one year and shall specify, at a minimum:

A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;

B. As appropriate, an additional area for development of professional practice aligned to the teacher's role as a member of his or her collaborative professional learning team. The professional learning team consists of teachers, school leaders, and other administrative, instructional, and educational services staff members who commit to working together to accomplish common goals and who are engaged in a continuous cycle of professional improvement focused on;

1. Evaluating student learning needs through ongoing reviews of data on student performance; and

2. Defining a clear set of educator learning goals based on the rigorous analysis of these data

C. As appropriate, an additional area for development of professional practice aligned with school and/or district improvement plans and goals; and

D. Any requirements for professional development stipulated elsewhere in statute or regulation.

The progress of each teacher in meeting the goals of the PDP must be determined annually and aligned to the district process for teacher evaluation. Progress on the PDP must be discussed during a minimum of one annual conference between the teacher and his or her supervisor. Each teacher shall provide evidence of progress toward meeting the requirements of his or her individual PDP, and this evidence must be reviewed as part of each conference. The PDP shall be revised at a minimum annually but may

be adjusted as necessary to support the teacher's progress. All teachers shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments.

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

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

Corrective Action Plans for Teaching Staff Members

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

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

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

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

The content of the corrective action plan shall:

A. Address areas in need of improvement identified in the educator evaluation rubric;

B. Include specific, demonstrable goals for improvement;

C. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

D. Include timelines for meeting the goal(s).

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

Progress toward the teaching staff member's goals outlined in the corrective action plan, and data and evidence collected by the supervisor and/or the teaching staff member to determine progress between the time the corrective action plan began and the next annual summary conference, shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference or the mid-year evaluation, when applicable.

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

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

Mid-Year Evaluation of the Corrective Action Plan

The School Improvement Panel shall conduct mid-year evaluations for teachers with a corrective action plan. 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. In addition to the other annually required teacher observations and post-observation conferences, the mid-year evaluation of teachers on a corrective action plan, shall include, at a minimum:

A. One observation, the length of which shall be determined by the chief school administrator or the principal;

B. One post-observation conference during which progress toward the teacher's goals outlined in the corrective action plan shall be reviewed;

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

Implementation

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

Nothing in this policy shall override any conflicting provision of the collective bargaining agreement. No bargaining agreement entered into after July 2013 shall conflict with the education evaluation system established pursuant to administrative code.

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

Key Words

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

Legal References:

N.J.S.A. 18A:4-15 General rule-making power

N.J.S.A. 18A:4-16 Incidental powers conferred

N.J.S.A. 18A:6-10 et seq. Dismissal and reduction in compensation of persons under tenure in public school system

N.J.S.A. 18A:6-117 et seq. Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT

See particularly:

N.J.S.A. 18A:6-119 Definitions relative to the TEACHNJ Act

N.J.S.A. 18A:6-120 School improvement panel

N.J.S.A. 18A:6-121 Evaluation of principal, assistant principal, vice-principal

N.J.S.A. 18A:6-122 Annual submission of evaluation rubrics

N.J.S.A. 18A:6-123 Review, approval of evaluation rubrics

N.J.S.A. 18A:27-3.1 through -3.3 Non-tenured teaching staff; observation and evaluation; conference; purpose

N.J.S.A. 18A:27-10 et seq. Nontenured teaching staff member; offer of employment for next

succeeding year or notice of termination before May 31

N.J.S.A. 18A:28-5 Tenure of teaching staff members

N.J.S.A. 18A:29-14 Withholding increments; causes; notice of appeals

N.J.A.C. 6:30-2.1(a)8 Purpose and program descriptions

N.J.A.C. 6A:9-15.1et seq. Required Professional Development for Teachers

N.J.A.C. 6A:10-1.1 et seq. Educator effectiveness

See particularly:

N.J.A.C. 6A:10-1.2 Definitions

N.J.A.C. 6A:10-1.4 Educator evaluation data, information and written reports

N.J.A.C. 6A:10-2.2 Duties of the district board of education

N.J.A.C. 6A:10-2.3 District evaluation advisory committee

N.J.A.C. 6A:10-2.4 Evaluation procedures for all teaching staff members

N.J.A.C. 6A:10-3.1 School improvement panel

N.J.A.C. 6A:32-4.1(e) (f) Employment of teaching staff

N.J.A.C. 6A:32-5.1 et seq. Standards for determining seniority

Lacey Township Bd. of Ed. v. Lacey Township Education Association, 130 N.J. 312 (1992), aff'g 259 N.J. Super. 397 (App. Div. 1991)

Possible

Cross References:

*2130 Principal evaluation

*2131 Chief school administrator

4000 Concepts and roles in personnel

4010 Goals and objectives

*4112.6 Personnel records

*4115 Supervision

*4117.41 Nonrenewal

*4131/4131.1 Staff development; inservice education/visitations/conferences

*4215 Supervision

*4216 Evaluation

*6143.1 Lesson plans

*6200 Adult/community education

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