

EVALUATION -- CERTIFIED STAFF

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 Core Curriculum Content Standards. The purpose of evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve student 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 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 the identification of areas for growth and guides professional development;
- F. District personnel decisions.

Definitions

"Teaching staff member" means a member of the professional staff, employed in a position that requires 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. The following certificates are included:

- A. Instructional certificate
- B. Administrative certificate;
- 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 those that have no instructional responsibilities such as supervisor, director, school nurse, athletic trainer, Principal, Vice-Principal, student assistance counselor, school psychologist, and guidance counselor.

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 as well as differences in the educational rubrics adopted by the Board and approved by the commissioner. All other requirements for teacher evaluation apply to staff with and without instructional responsibilities (teaching staff members) and include 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 developed by the Superintendent that pertain to the evaluation of district staff;
- C. Annually adopt by June 1st, 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.
- D. Annually adopt the evaluation policy and procedures developed in consultation with the Superintendent who may consult the District Advisory Evaluation Committee or representatives from School Improvement Panels.
- E. Ensure through the Superintendent/designee that the following requirements are met:
 1. The oversight of the district evaluation policies and procedures requiring the annual evaluation of all teaching staff members. This shall include:
 - a. The implementation of Board approved evaluation rubrics for all teaching staff members;
 - b. The assignment of roles and responsibilities for the implementation;;
 - c. 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;
 - d. The application of methods of data collection and reporting appropriate to each job description, including, but not limited to, the evaluation observation process and post-observation conference(s) by the teaching staff member's supervisor/designee;
 - e. The preparation of individual professional development plans;
 - f. The preparation of an annual written performance report by the teaching staff member's supervisor/designee, and an annual summary conference between the teaching staff member and his/ her supervisor/ designee.
 2. Annual notification of all teaching staff members by October 1 of evaluation policies/ procedures. Staff members hired that date shall be notified of the policies at the start of employment. All teaching staff members shall be notified of amendments to the policy within 10 working days of adoption;
 3. Each Principal's annual establishment a of School Improvement Panel by August 31;
 4. Collection of data elements from the implementation of the teaching and Principal practice instruments which 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;
 5. Principals' certification that all observers who conduct observations of a teaching staff meet the statutory observation requirements (N.J.S.A. 18A:6-119, 18A:6-123.b(8), and 18A:27-3.1) and certification 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).

The Board through the chief school administration shall ensure that the following training procedures are observed when the evaluation rubric is implemented and that the commissioner-approved practice instruments are applied when applicable.

Training for Teaching Staff Members and Supervisors**A. Teaching Staff Members**

Annual training shall be provided on the evaluation process and shall include detailed descriptions of all evaluation rubric components, including, when applicable, detailed descriptions of student achievement measures and all aspects of the evaluation practice instruments;

B. Supervisors of Classroom Teachers Doing Evaluations

"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 (N.J.A.C. 6A:9-1.1).

1. Training on the teacher practice instruments shall be provided for any supervisor before the observer conducts his or her first observation.
2. Supervisors conducting evaluations shall be provided annual updates and refresher training on the teacher practice instruments;
3. Each supervisor 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 one of the required teacher observation as long as the observer meets the requirements of law and this policy (see Teacher Observation and Observation Conferences below).

The Superintendents 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 shall establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the district's evaluation policies and procedures. The committee is not required after the beginning of the 2017-2018 school year but may be continued at the discretion of the district. Members of the District Evaluation Advisory Committee shall include the Superintendent and representation from the following groups:

- A. Teachers from each school level represented in the district;
- B. Central office administrators overseeing the teacher evaluation process;
- C. Supervisors involved in teacher evaluation, when available or appropriate;
- D. Administrators including the minimum of one administrator conducting evaluations who participates on a School Improvement Panel.
- E. Special education administration, parents, and the Board of Education.
- F. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups (N.J.A.C. 6A:10-2.3).

School Improvement Panel

The Superintendent shall ensure that each school shall convene a School Improvement Panel annually by August 31st. The panel shall include the Principal/designee, an assistant or Vice-Principal, and a teacher, chosen by the Principal in consultation with the majority representative. The Principal's designee shall be an individual employed in the district in a supervisory capacity who possesses the required certification. If there is no assistant or Vice-Principal available, the Principal shall appoint an additional properly certified, district supervisory member to the panel.

The Principal may appoint additional members to the School Improvement Panel as long as all members meet the 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:

- A. The teacher shall have a demonstrated record of success in the classroom and beginning in academic year 2015-2016, a successful record 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.
- C. The majority representative may submit nominees for consideration, but the Principal shall have final authority and is not bound by the majority representative's list.
- D. The teacher member may not be appointed more than three consecutive years and shall serve a full academic year, except in case of illness or authorized leave.
- E. All members of the School Improvement Panel shall be chosen by August 31 of each year.

Duties of the School Improvement Panel (N.J.A.C. 6A:10-3.2)

- A. Oversee the mentoring of teachers according to policy 4112.2 Certification and the requirements for instructional certification (N.J.A.C. 6A:9-8).
- B. Support the implementation of the school district mentoring plan, whose activities shall be developed in consultation with the School Improvement Panel;
- C. Conduct evaluations of teachers according to policy and law (N.J.A.C. 6A:10-2.4 and 4.4);
- D. Ensure corrective action plans for teachers are properly created (N.J.A.C. 6A:10-2.5(j)).
- E. Conduct the mid-year evaluations for teachers who are on a corrective action plan; and
- F. Support school-level professional development plans (N.J.A.C. 6A:9-15.5), by identifying professional development opportunities tailored to meet the unique needs of the students and staff, based on the review of needed aggregate school-level data, including, but not limited to, educator evaluation and student performance:
- G. The teacher member may participate in the conduct of an evaluation observation only if he/she has an appropriate supervisory certificate, agreement of the majority representative; and the teacher's supervising Principal's approval.
- H. A teacher member who participates in the evaluation process shall not serve concurrently as a mentor (r N.J.A.C. 6A:9-8.4).

Components of Classroom Teacher Evaluation

The components of teacher evaluation shall include:

- A. Student achievement components (N.J.A.C. 6A:10-4.2):
 - 1. Median student growth percentile;
 - 2. Student growth objectives;
- B. Measures of teacher practice determined through a teacher practice instrument for the observation of teachers as well as other measures;
- C. A professional development plan (PDP);
- D. An annual summary conference between supervisors and teaching staff members held before the written performance report is filed;
- E. An annual written performance report of the teaching staff member's performance based on the evaluation rubric for his/her position prepared by a supervisor.

The teacher may submit any written objections of the evaluation within 10 of his/her 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. Evaluation rubrics consist of measures of professional practice, based on evidence gathered from classroom observations and student outcomes.

The Board may adopt a model evaluation rubric that has been reviewed and accepted by the commissioner. The Board shall adopt an evaluation rubric specifically for classroom teachers and evaluation rubrics for other categories of teaching staff members (N.J.A.C. 6A:10-2.1). The Board shall adopt evaluation rubrics for administrators and other certified staff. A model teaching or principal evaluation rubric includes a teacher or principal practice instrument on the Department of Education's approved list.

The Board may also select an educator evaluation rubric other than the model rubric that at 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 Superintendent/designee shall develop job descriptions for each staff position and evaluation ensure that they are in alignment with the evaluation instrument. All job descriptions shall be approved by the Board.

Evaluation Rubric and Practice Instrument for Teachers

- A. The evaluation rubrics for all classroom teachers shall include the requirements 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

Evaluation Rubric and Practice Instrument for Teachers (continued)

Student growth objectives for all teachers developed in consultation with their Principal/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, which have 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;
 - 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;
4. Include descriptions of specific training and implementation details required for the instrument to be effective.
5. Beginning in 2015, include a process to assess competency on the district chosen evaluation instrument in order to be approved by the commissioner.

Observation: Tenured and Nontenured Classroom Teachers

- A. "Long observation" is an observation for the purpose of evaluation that is conducted for a minimum duration of 40 minutes or one class period, whichever is shorter.
- B. "Short observation" is an observation for the purpose of evaluation that is conducted for at least 20 minutes.
- C. Observation minimum requirements:
 1. A nontenured teacher who is in his/her first or second year of teaching in the district shall receive at least two long observations and one short observation;
 2. A nontenured teacher who is in his/her third or fourth year of teaching in the school district shall receive at least one long observation and two short observations;
 3. A tenured teacher shall receive at least three short observations.
- D. Each teacher shall be observed at least three times during each school year but not less than once during each semester.

Observation: Tenured and Nontenured Classroom Teachers (continued)

1. At least one of the required observations shall be announced and preceded by a pre-conference which shall occur within seven of the teacher's working days prior to the observation, not including the day of the observation;
 2. At least one of the required observations shall be unannounced;
 3. The Superintendent/designee shall decide whether the third required observation is announced or unannounced;
 4. Observations shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.
- E. Nontenured teachers shall also:
1. Receive a minimum of three observations before April 30 each year;
 2. Be observed during the year by more than one appropriately certified supervisor, either simultaneously or separately, by multiple observers,
 - a. A co-observation shall fulfill the requirement for multiple observers.
 - b. One co-observation shall count as one required observation
- F. All classroom teachers assigned a corrective action plan shall receive a mid-year evaluation that will include a minimum of one additional observation and post-observation conference (See Corrective Action Plans).

Observations for Non-Classroom Teaching Staff Members

The Superintendent shall determine the duration of the observations required for other nontenured teaching staff members including the school nurse and athletic trainer.

Observations for non-classroom 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.

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

Observation Conferences for Teaching Staff Members

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

- A. A post-observation conference shall be required for all observations, announced, unannounced, long, short, and/or required by a corrective action plan;
- B. The post-conference shall occur no more than 15 of the teacher's working days following each observation;
- C. A supervisor who was present at the observation shall conduct a post-observation conference with the teacher being observed;
- D. 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

Observation Conferences for Teaching Staff Members (continued)

- E. 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 written or electronic.
- F. One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required 15 of the teacher's working days following the observation for the purpose of evaluation.
- G. A written observation/evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed
- H. The teacher shall submit any written objection(s) of the evaluation within 10 of his/her working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Annual Summary Conference for Teaching Staff Members

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. (see Annual Written Performance Report Below)

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.

Annual Written Performance Report for Teaching Staff Members

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 classroom teacher, the annual written performance report shall be prepared by the teacher's Principal/designee. The report for all teaching staff members 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 (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;

Annual Written Performance Report for Teaching Staff Members (continued)

- C. An individual professional development plan developed by the supervisor and the teaching staff member or, when applicable, a corrective action plan for that evaluation year;
- 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.

Personnel Records of Teaching Staff Members

The Board shall incorporate all written performance reports and supporting data, including, but not limited to, indicators of student progress and growth as part of a teaching staff member's 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 Personnel Records.

Teacher Professional Development Plans

To meet the state professional development requirements, each teaching staff member shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities which may be reduced by a prorata share reflecting the use of family or medical leave. It is the individual teacher's responsibility in accordance with district policies, to assure that he/she 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 (N.J.A.C. 6A:9-3.3) and the Standards for Professional Learning (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/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;
 - 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;
- 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/her supervisor. Each teacher shall provide evidence of progress toward meeting the requirements of his/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

Teacher Professional Development Plans (continued)

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 Superintendent 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's 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;
- D. Include timelines for meeting the goal(s).

The teaching staff member's supervisor/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.

Corrective Action Plans for Teaching Staff Members (continued)

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 Superintendent 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 re-adoption 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.

<u>Legal References:</u>	
<u>N.J.S.A. 18A:4-15</u>	General rule-making power
<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system ..
<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability of New Jersey (TEACHNJ) ACT
<u>See particularly:</u>	Definitions relative to the TEACHNJ Act for the Children
<u>N.J.S.A. 18A:6-119</u>	School improvement panel
<u>N.J.S.A. 18A:6-120</u>	Evaluation of principal, assistant principal, Vice-Principal
<u>N.J.S.A. 18A:6-121</u>	Annual submission of evaluation rubrics
<u>N.J.S.A. 18A:6-122</u>	Review, approval of evaluation rubrics
<u>N.J.S.A. 18A:6-123</u>	Non-tenured teaching staff; observation and evaluation; conference; purpose
<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	..
<u>N.J.S.A. 18A:27-3.1 through -3.3</u>	..
<u>N.J.S.A. 18A:27-10 et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:29-14</u>	Withholding increments; causes; notice of appeals
<u>N.J.A.C. 6:30-2.1(a)8</u>	Purpose and program descriptions
<u>N.J.A.C. 6A:9-15.1 et seq.</u>	Required Professional Development for Teachers

Legal References: (continued)

<u>N.J.A.C. 6A:10-1.1 et seq.</u>	Educator effectiveness
<u>See particularly:</u>	
<u>N.J.A.C. 6A:10-1.2</u>	Definitions
<u>N.J.A.C. 6A:10-1.4</u>	Educator evaluation data, information and written reports
<u>N.J.A.C. 6A:10-2.2</u>	Duties of the district Board of Education
<u>N.J.A.C. 6A:10-2.3</u>	District evaluation advisory committee
<u>N.J.A.C. 6A:10-2.4</u>	Evaluation procedures for all teaching staff members
<u>N.J.A.C. 6A:10-3.1</u>	School improvement panel
<u>N.J.A.C. 6A:32-4.1(e) (f)</u>	Employment of teaching staff
<u>N.J.A.C. 6A:32-5.1 et seq.</u>	Standards for determining seniority

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

<u>Cross References:</u>	2130	Administrative staff
	*2131	Superintendent
	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.

Key Words

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

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