
EVALUATION

The Board believes that the effective evaluation of its Teaching Staff Members is essential to the achievement of the educational goals of this District, including student achievement of 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 the District's Teaching Staff Members' effectiveness in order to further the development of professional 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 Policy the term "Teaching Staff Member" shall mean a member of the professional staff of the District holding an office, position, or employment of such character that the qualifications for such office, position, or employment require him/her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners. The term "Teaching Staff Member" shall also include the positions of school nurse and school athletic trainer. Pursuant to applicable law and regulation, 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 Policy as "Teachers");
- B. Administrative certificate; and
- C. Educational services certificate (see N.J.A.C. 6A:10-1.2).

The term "Teaching Staff Member" in this Policy also includes certified staff positions that have instructional responsibilities, as well as certified staff positions that have no instructional responsibilities (*i.e.*, Supervisor, Director, School Nurse, Athletic Trainer, Principal, Assistant Principal, Student Assistance Coordinator, School Psychologist, Social Worker, Learning Disability Teacher Consultant and School 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 a Teacher, and the training, observation and observation conferences of certified staff members who have no instructional responsibilities. For instance, differences in the

educational rubrics adopted by the Board and approved by the Commissioner. Nonetheless, the requirements of this Policy, and as set forth in applicable law and regulation, shall apply to all other aspects of the evaluation of a Teaching Staff Member -- with and without instructional responsibilities -- including reports, personnel records, professional development plans and corrective action plans.

For the purpose of this Policy the term "Supervisor" means an appropriately certified Teaching Staff Member that is employed in District in a supervisory role and capacity, and possesses a School Administrator, Principal or Supervisor endorsement as defined in N.J.A.C. 6A:9-1.1.

For the purpose of this Policy the term "Long Observation" means an observation for the purpose of evaluation that is conducted for a minimum duration of forty (40) minutes or one class period, whichever is shorter.

For the purpose of this Policy the term "Short Observation" means an observation for the purpose of evaluation that is conducted for at least twenty (20) minutes.

Board Responsibilities

In connection with the evaluation of its Teaching Staff Member, the Board will:

- 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 policies and procedures that are developed by the Superintendent or his/her designee and that pertain to the evaluation of District Teaching Staff Members;
- 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.

In that respect, the Board will ensure, through its Superintendent or his/her designee, that the following requirements are met:

- A. The Superintendent or his/her designee will direct and oversee the development of the Board's Evaluation Policies and procedures for the required annual evaluation(s) of all Teaching Staff Members. In that regard, the Superintendent or his/her designee may consult with the District Advisory Evaluation Committee and/or representatives from School Improvement Panels. Specifically, the Superintendent or his/her designee will direct the development and oversee:
 1. The implementation of Board approved evaluation rubrics for all District Teaching Staff Members;
 2. The assignment of roles and responsibilities for implementation of the Board's evaluation policies and procedures;
 3. The development of appropriate job descriptions and evaluation criteria that are based upon the District's goals, student achievement, instructional priorities, and the Administrative Regulations on evaluation as adopted 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 each Teaching Staff Member's Supervisor or his/her

- designee;
5. The preparation of individual professional development plans for District Teaching Staff Members; and
 6. The preparation of an annual written performance report by each District Teaching Staff Member's supervisor or his/her designee, and an annual summary conference between each District Teaching Staff Member and his/her Supervisor or his/her designee.
- B. The Superintendent or his/her designee will notify all Teaching Staff Members annually of the Board's adopted Evaluation Policies and procedures no later than October 1.
1. If a Teaching Staff Member is hired after October 1, that Teaching Staff Member will be notified of the Board's 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 each school within the District has annually established a School Improvement Panel. Such must be established annually by August 31;
- D. Data elements will be collected from the implementation of the Teaching and Principal Practice Instruments, and the data collected will be stored in an accessible and usable format. In this regard, data elements will include, but not be limited to, scores or evidence from observations for the purpose of evaluation; and
- E. Each Principal in the District must certify that any observer who conducts an observation of a Teaching Staff Member meets the statutory observation requirements (as set forth in N.J.S.A. 18A:6-119, 18A:6-123(b)(8), and 18A:27-3.1), and further certifies that the teacher member of the School Improvement Panel meets the requirements detailed below and according to law and regulation (as set forth in N.J.A.C. 6A:10-3.2).

Training for Teaching Staff Members and Supervisors

The Board, through its Superintendent or his/her designee, will ensure 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 will be provided for any Teaching Staff Member who is being evaluated for the first time. Such training will 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

Training on the Teacher Practice Instruments will be provided for any Supervisor who will conduct observations for the purpose of evaluation of Teachers. Such training will be provided before the observer conducts his/her first observation for the purposes of an evaluation. Any Supervisor who will observe teaching practice for the purpose of increasing accuracy and consistency among observers will be provided annual updates and refresher training on the Teacher Practice Instruments.

Each Supervisor who will conduct observations for the purpose of evaluation of a Teacher will complete two co-observations annually during the academic year in accordance with the following:

- a. At least one such co-observation must be completed by December 1;
- b. Co-observers will 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 will count as a required observation for a Teacher as long as the observer meets the requirements of applicable law, regulation and this Policy. However, a co-observation will only count as one observation for a Teacher.

The Superintendent or his/her designee will annually certify to the Department of Education that all Supervisors of Teaching Staff Members in the 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 will establish a District Evaluation Advisory Committee in order to oversee and guide the planning and implementation of the Board's Evaluation Policies and procedures. Members of the District Evaluation Advisory Committee will include representation from the following groups:

- A. Teachers from elementary, middle school, and high 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; and
- D. Administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel.

Members District Evaluation Advisory Committee will also include the Superintendent, a Special Education Administrator, a parent and a member of the Board. The Superintendent may also extend membership on the District Evaluation Advisory Committee to representatives of other groups.

School Improvement Panel

No later than August 31 of each school year, every School in the District must convene a School

Improvement Panel, which will consist of the following the Building Principal, an Assistant or Vice Principal or a designee if the school does not have one, and a teacher. More staff members may be added to the Panel provided that teachers represent at least one-third of the total membership. The Building Principal has final responsibility for membership on the Panel but must consult with the PEA representative in determining a suitable teacher to participate. As of the 2015-2016 school year, teachers serving on the Panel must have earned a rating of Effective or Highly Effective in the most recent evaluation. Until then, the teacher must meet local standards for having "a demonstrated record of success in the classroom."

The Board may -- but is not required -- to enter into an Interlocal Shared Services Agreement with another public school district for the functions of the School Improvement Panel. The Superintendent or his/her designee will ensure that each School in the District has established a School Improvement Panel that satisfies the requirements set forth above.

Duties of the School Improvement Panel

In accordance with applicable law and regulation, the School Improvement Panel will:

- A. Oversee the mentoring of Teachers according to applicable Board Policy, the State requirements for the Instructional Certification as set forth in N.J.A.C. 6A:9-8, and support the implementation of the District Mentoring Plan. Mentoring activities will be developed in consultation with the School Improvement Panel;
- B. Conduct evaluations of Teachers according to applicable Board Policy and applicable law and regulation – (specifically N.J.A.C. 6A:10-2.4 and 4.4);
 1. The Teacher member of the Panel may participate in the conduct of observations for the purpose of evaluation; however, in order to participate, the Teacher member must have:
 - a. Agreement of the duly appointed representative of the PEA;
 - b. An appropriate Supervisory Certificate; and
 - c. Approval of the Building 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.
- C. Ensure Corrective Action Plans for Teachers are created in accordance with applicable law and regulation, 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 Building, 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 (as described in N.J.A.C. 6A:9-15.5).

Components of Teacher Evaluation

The components of the District's Teacher Evaluation will include the following:

- A. Board approved evaluation rubrics that include;

1. Student achievement components as set forth in applicable law and regulation:
 - a. Medium 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;
- C. An annual Summary Conference between Supervisors and Teaching Staff Members that must 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 and is prepared by a Supervisor based on the evaluation rubric for the Teaching Staff Member's position.

The Teacher shall submit his/her written objections of the evaluation within ten (10) working days for that Teaching Staff Member following the Summary Conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Teaching Staff Member.

Evaluation Rubrics for Teaching Staff Members

The Board will annually adopt evaluation rubrics that have approved by the Commissioner for all Teaching Staff Members. Any such evaluation rubric that is adopted by the Board will have the following four defined annual ratings:

- Highly Effective;
- Effective;
- Partially Effective; and
- Ineffective.

The evaluation rubric will be a set of criteria, measures, and processes used to evaluate all Teaching Staff Members in the District, and will consist of measures of professional practice, based on educator practice instruments and student outcomes.

The Board will adopt an evaluation rubric specifically for Teachers, as well as evaluation rubrics for other categories of Teaching Staff Members as required by applicable law and regulation.

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 applicable law and regulation – specifically N.J.S.A. 18A:6-123 -- and contains the four defined annual ratings set forth above.

All evaluation rubrics for Teaching Staff Members shall be submitted to the Commissioner by June 1 for approval by August 1 of each year as required by applicable law and regulation.

The Superintendent or his/her designee will develop, in consultation with Teaching Staff Members, appropriate job descriptions for each Teaching Staff Member position in the District and the evaluation criteria for said positions based directly upon the job description. All job descriptions will be concise, stating major responsibilities as briefly as possible, and must be

presented to the Board for approval.

Evaluation Rubric and Practice Instrument for Teachers

Teacher Evaluation Rubric

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

1. Measures of student achievement that consist of:
 - a. The median student growth percentile where applicable and available in accordance with Administrative Regulations and guidance issued by the Commissioner and/or Department of Education; and
 - b. Student growth objectives for all Teachers developed in consultation with their Building Principal or his/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.

Teacher Practice Instrument

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

1. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers;
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 the 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 Non-tenured Classroom Teachers

Each Teacher in the District shall be observed at least three times during each school year but not less than once during each semester. In addition, each observation required for the purpose of evaluations will be conducted for the minimum duration based on the following groups:

1. A non-tenured Teacher who is in his or her first or second year of teaching in the District shall receive at least two (2) Long Observations and one (1) Short Observation;
2. A non-tenured Teacher who is in his or her third or fourth year of teaching in the district shall receive at least one (1) Long Observation and two (2) Short Observations;
3. A tenured Teacher who has instructional responsibilities shall receive at least three (3) Short Observations.
4. A tenured Teacher who does not have instructional responsibilities shall receive at least one (1) observation in accordance with state guidelines.

For the evaluation of 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 Superintendent or his/her designee will decide whether the third required observation 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.

In addition to the requirements, as stated above for all Teachers, the following shall apply to non-tenured Teaching Staff Member observations (including all non-tenured 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.

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.

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, which shall occur within seven (7) working days for that Teaching prior to the observation, not including the day of the observation itself;
- 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 fifteen (15) working days for that Teaching 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. In addition, one post-observation conference may be combined with a teacher's Annual Summary Conference as long as it occurs within the required fifteen (15) working days for that Teacher 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/her written objection(s) to the evaluation within ten (10) working days for that Teacher following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that Teacher.

Annual Written Performance Report for Teachers

The annual Written Performance Report must 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 must be prepared by the Teacher's Building Principal or his/her designee, and must 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; and
 - 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 (5) working days of the review.

Annual Summary Conference for Teachers

The annual summary conference between Supervisors and Teaching Staff Members must be held before the Written Performance Report is filed, and must 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 Superintendent or his/her designee will determine the duration of the observations required for other non-tenured Teaching Staff Members. Observations for non-tenured 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. Such observations shall:

- A. Be followed within fifteen (15) working days by a conference between the Administrative or Supervisory staff member who has made the observation and written evaluation, and the non-tenured 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/her records; and
- C. Allow the non-tenured Teaching Staff Member to submit his or her written objection(s) of the evaluation within ten (10) working days for that non-tenured Teaching Staff Member following the conference. Any such written objections that are submitted within this time frame shall be attached to each party's copy of the annual Written Performance Report for that non-tenured Teaching Staff Member.

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.

Personnel Records of Teaching Staff Members

All Written Performance Reports and supporting data, including, but not limited to, indicators of student progress and growth for a Teaching Staff Member will be made a part of his/her personnel file. Such records shall be confidential, and shall not be subject to public inspection or copying according to the Open Public Records Act and Board Policies 4112.6 and 4216.6.

Teacher Professional Development Plans

To meet the professional development requirements set forth in applicable law and regulation, each Teacher whose position requires possession of the instructional or education services certificate shall be guided by an Individualized Professional Development Plan ("PDP") that must include at least twenty (20) hours per year of qualifying activities. This twenty (20) hour annual requirement will be reduced by a pro-rata share reflecting the use of any Board approved FMLA or FLA leave. It is the individual Teacher's responsibility, in accordance with Board 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 Individualized Professional Development Plan will be developed by each Teacher's Supervisor in consultation with the Teacher, shall align with the Professional Standards for Teachers as set forth in applicable law and regulation, shall be effective for year and specify, at a minimum, the following:

- 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 the Building's and/or District Improvement Plans and goals; and
- D. Any requirements for professional development stipulated elsewhere in applicable law and regulation.

The progress of each Teacher in meeting the goals of his/her Individualized Professional Development Plan must be determined annually, and aligned to the District's process for Teacher evaluation. Progress on the Individualized Professional Development Plan must be discussed during at least one annual conference between the Teacher and his/her Supervisor. Each Teacher shall provide evidence of progress toward meeting the requirements of his/her Individualized Professional Development Plan, and this evidence must be reviewed as part of each conference.

The Individualized Professional Development Plan must be revised at least annually, but may be adjusted as necessary to support the Teacher's progress. All Teachers shall have an Individualized Professional Development Plan within thirty (30) instructional days of the beginning of their respective teaching assignments.

A Teacher's Individualized Professional Development Plan goals may necessitate more than the recommended minimum requirements. The Individualized Professional Development Plan shall accommodate additional professional development as necessary, and additional hours of qualifying activities may be required for Teachers in low-performing schools, as determined by the Commissioner.

The Board will 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 Individualized Professional Development Plan.

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 must 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 must 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 fifteen (15) working days for that Teaching Staff Member 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, and must:

- 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 District for the plan's implementation; and
- D. Include timelines for meeting the goal(s).

The Teaching Staff Member's Supervisor or his/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 Board's Evaluation Policies and procedures.

Any progress toward the goals outlined in the Corrective Action Plan and the data and evidence collected by the Supervisor and/or the Teaching Staff Member to determine progress between the time that 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. In addition, any progress toward the 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 will 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, must include, at a minimum:

- A. One observation, the length of which shall be determined by the Superintendent or the Building Principal;
- B. One post-observation conference during which progress toward the Teacher's goals outlined in the Corrective Action Plan must be reviewed;

Tenured teachers with a Corrective Action Plan must be observed by multiple observers.

Implementation

This Policy and related procedures will be reviewed at least yearly, and any necessary revisions made before any re-adoption by the Board.

The Board -- through its Superintendent or his/her designee will ensure that each Teaching Staff Member in the District is notified of the Board's adopted Evaluation Policies and procedures no later than October 1. If a Teaching Staff Member is hired after October 1, that Teaching Staff Member will be notified of the Board's Evaluation Policies and procedures at the beginning of his/her employment. All Teaching Staff Members in the District will also be notified of any Amendments to this Policy within ten (10) working days of adoption by the Board.

Date: February 14, 2000
Date Revised: June 16, 2014
Date Revised: October 27, 2014

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 <i>et seq.</i>	Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:6-117 <i>et seq.</i>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ)
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 <i>et seq.</i>	Non-tenured 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:9-15.1 <i>et seq.</i>	Required Professional Development for Teachers
N.J.A.C. 6A:10-1.1 <i>et seq.</i>	Educator effectiveness
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 <i>et seq.</i>	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
4116R	Teacher Evaluation
4117.41	Nonrenewal
4131/4131.1	Staff development; inservice education/visitations /conferences
4215	Supervision
4216	Evaluation
6143.1	Lesson plans
6200	Adult/community education