

**Policy**

**Revision Second Reading**  
**January 28, 2016**

**EVALUATION OF INSTRUCTIONAL STAFF**

**Board Philosophy and Purpose of Policy**

The Board of Education believes that the effective evaluation of instructional staff is essential to the achievement of the educational goals of this district, including student achievement of 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 advance 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 adopting educator evaluation rubrics for the evaluation of teaching staff members' effectiveness to further the development of the district professional corps of educators and to increase student achievement.

Therefore the Board of Education establishes a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board's evaluation policies and procedures.

Further the Board directs the Superintendent to:

- A. Ensure that the Principal of each school within the district has established a School Improvement Panel annually by August 31;
- B. Ensure that data elements are collected from the implementation of the teaching practice instruments and that the data is stored in an accessible and usable format;
- C. Ensure that each Principal in the district certifies that any observer who conducts an observation of a teaching staff member meets the statutory observation requirements and certifies that the teacher member of the School Improvement Panel meets the applicable legal requirements;
- D. Ensure the required training procedures are observed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the educator practice instrument approved by the Commissioner of Education and the Board of Education and;
- E. 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 instrument.

**Teacher Evaluation Process**

The Franklin Township Public Schools teacher evaluation process shall facilitate the:

- continual improvement of instruction;
- meaningful differentiation of educator performance using four performance levels;
- use of multiple valid measures in determining educator performance levels, including objective measures of student performance and measures of professional practice;
- evaluation of educators on a regular basis;
- delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development and district personnel decisions.

**Job Descriptions**

The Superintendent shall develop, in consultation with teaching staff members, job descriptions for teaching staff members and evaluation criteria for said positions based on the state and Board approved teacher evaluation process. The job description shall be concise, stating major responsibilities as briefly as possible. All job descriptions shall be presented to the Board for adoption.

All teaching staff members shall be evaluated against criteria that evolve logically from the instructional priorities and program objectives of each staff member as specified in the job description for his/her position and as directed by applicable law and regulation.

**Teacher Evaluation Rubrics**

The Board shall annually adopt evaluation rubrics approved by the Commissioner of Education 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 components of teacher evaluations 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. Medium student growth percentile (where applicable);
    - 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. A corrective action plan (CAP) where applicable;
- D. An annual summary conference between supervisors and teaching staff members held before the written performance report is filed and time provided for the teacher to submit written objections to the evaluation;
- E. 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.

A Board approved evaluation rubric for other categories of certificated staff members is detailed in Regulation 4116R.

Teacher Observations

Each **non-tenured** teacher shall be observed at least three times each **full** school year but not less than once during each semester. **Tenured teachers observations shall be conducted as set forth in applicable law, Department of Education regulation and in accordance with any waiver approved by the Department of Education.**

The observation/evaluation procedures shall provide continuous, constructive, cooperative interaction and communication between the teaching staff member and his/her supervisor/evaluator, thus ensuring a valid basis for performance review. All procedures for the observation/evaluation of teaching staff members shall be in compliance with law and regulations set by the Department of Education and the Board of Education policy and regulation.

Professional Development Plan

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.

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.

However the Board of Education shall provide all teachers opportunities, support, and resources for them to engage in ongoing professional learning and to assist in the completion of the requirements of their respective PDPs.

The content of each PDP shall be developed by each teacher in conjunction with administration and shall align with the Professional Standards for Teachers and the Standards for Professional Learning found in applicable law.

#### **Corrective Action Plan**

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 (CAP) shall be developed by the Principal/Supervisor in conjunction with the teaching staff member. The Corrective Action Plan shall replace the individual Professional Development Plan until the next annual summary conference.

#### **Professional Improvement Plan**

A Professional Improvement Plan may be used in circumstances when, in the Principal/Supervisor's professional judgment, a staff member needs to be informed that his/her performance is not acceptable and improvement is immediately needed.

#### **Personnel Records of Teaching Staff Members**

The Board 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.

#### **Distribution, Application, Annual Review and Re-Adoption**

The Superintendent shall provide each teaching staff member with a copy of this policy statement, his/her job description, and Regulation 4116R which details his/her evaluation criteria annually. Administration shall make every attempt to distribute these items as close to the first day of school as possible, but not later than October 1. Administration shall distribute any amendments to those documents within 10 working days of their becoming effective. Observations shall be completed before April 30.

**EVALUATION OF INSTRUCTIONAL  
STAFF (continued)**

**FILE CODE: 4116**

Nothing in this Policy shall override any conflicting provision of the collective bargaining agreement.

The Superintendent shall report to the Board annually no later than October 1 on the effectiveness of the evaluation system and shall recommend means to improve it whenever desirable.

Further, this Policy, Regulation 4116R and related procedures shall be reviewed at least annually and any necessary revisions made before re-adoption by the Board.

Additionally by June 1, the Board shall annually adopt approved educator practice instruments/evaluation rubrics and the Superintendent shall notify the Department of Education per applicable law.

Adopted: May 21, 2009

Revised: August 28, 2014

Legal References:	<u>N.J.S.A.</u> 18A:4-15	General rule-making power
	<u>N.J.S.A.</u> 18A:4-16	Incidental powers conferred
	<u>N.J.S.A.</u> 18A:6-10 <u>et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system ...
	<u>N.J.S.A.</u> 18A:6-117 <u>et seq.</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ)
See particularly:		
	<u>N.J.S.A.</u> 18A:6-119	Definitions relative to the TEACHNJ)
	<u>N.J.S.A.</u> 18A:6-120	School Improvement Plan
	<u>N.J.S.A.</u> 18A:6-121	Evaluation of principal, assistant principal, vice-principal
	<u>N.J.S.A.</u> 18A:6-122	Annual submission of evaluation rubrics
	<u>N.J.S.A.</u> 18A:6-123	Review, approval of evaluation rubrics
	<u>N.J.S.A.</u> 18A:27-3.1 through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose ...
	<u>N.J.S.A.</u> 18A:27-10 <u>et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 15 ...
	<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
	<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
	<u>N.J.A.C.</u> 6A:9-15.1 <u>et. seq.</u>	Required professional development for teachers
	<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions
	<u>N.J.A.C.</u> 6A: 10-1.1 <u>et seq.</u>	Educator effectiveness
	See particularly...	
	<u>N.J.A.C.</u> 6A:32-4.1	Employment of teaching staff
	<u>N.J.A.C.</u> 6A:32-4.4	Evaluation of tenured teaching staff members
	<u>N.J.A.C.</u> 6A:32-4.5	Evaluation of nontenured teaching staff members
	<u>N.J.A.C.</u> 6A:32-4.6	Procedure for appearance of nontenured teaching staff members before a district board of education upon receipt of a notice of nonreemployment

**EVALUATION OF INSTRUCTIONAL  
STAFF (continued)**

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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)

Cross References:	2130	Administrative staff
	2131	Superintendent of Schools
	4000	Concepts and roles in personnel
	4010	Goals and objectives
	4111	Recruitment, selection and hiring of professional staff
	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

**Key Words**

Evaluation, Teacher evaluation, Personnel evaluation, Job description, Teachscape, Danielson

**Historical Note**

*Previously adopted: 8/13/79*

*Revised: 4/26/90*

*Renamed/Renumbered: 10/9/95*