

1. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated in the school district 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;

2. Provide training on the educator practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teaching staff members. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;

3. Annually provide updates and refresher training on the educator practice instruments for any supervisor who will observe educator practice for the purpose of increasing accuracy and consistency among observers;

4. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete two co-observations during the academic year.

i. Co-observers shall use the co-observation to promote accuracy in scoring, and to continually train themselves on the instrument.

ii. A co-observation shall count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4; and

5. Chief school administrators shall annually certify to the Department 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.

Amended by R.2013 d.120, effective October 7, 2013.  
See: 45 N.J.R. 1292(a), 45 N.J.R. 2211(a).

Section was "Evaluation of teaching staff members". In the introductory paragraph of (a), inserted "annual", and deleted "upon March 4, 2013" following "members"; in the introductory paragraph of (a)1, substituted a semicolon for a period at the end; rewrote (a)1; deleted former (a)2 through (a)8; added new (a)2 through (a)7; and added (b).  
Amended by R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

Rewrote the section.

### 6A:10-2.3 District Evaluation Advisory Committee

(a) Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the chief

school administrator, a special education administrator, a parent, and a member of the district board of education.

(b) The chief school administrator may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

(c) Beginning in 2017-2018, the District Evaluation Advisory Committees shall no longer be required and district boards of education shall have the discretion to continue the Districts Evaluation Advisory Committee.

Repeal and New Rule, R.2013 d.120, effective October 7, 2013.  
See: 45 N.J.R. 1292(a), 45 N.J.R. 2211(a).

Section was "Evaluation of tenured teaching staff members".

Amended by R.2014 d.169, effective November 3, 2014.

See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

In (b), inserted "and to individuals".

### 6A:10-2.4 Evaluation procedures for all teaching staff

(a) This section's provisions shall be the minimum requirements for the evaluation of teaching staff members.

(b) Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the chief school administrator, who may consult with the District Advisory Evaluation Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

1. Roles and responsibilities for implementation of evaluation policies and procedures

2. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in this chapter;

3. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, principals, assistant principals, and vice principals for calculating the median and schoolwide student growth percentile;

4. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

5. The process for preparation of individual professional development plans; and

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

(c) The annual summary conference between designated supervisors and teaching staff members shall be held before the written performance report is filed. The conference shall occur on or before June 30 of each year and shall include, but not be limited to, a review of the following:

## Case Notes

Initial Decision (2008 N.J. AGEN LEXIS 171) adopted, which rejected petitioner's contention that a board of education is limited in the number and timing of the evaluations that may be conducted of an alternate route teacher for purposes of evaluating whether to renew the teacher's employment; the regulations do not purport to limit a board of education's right and duty to conduct evaluations of its non-tenured teaching staff members (decided under former N.J.A.C. 6A:32-4.5). *El-Hewie v. Bd. of Educ. of Bergen County Vocational School Dist.*, OAL Dkt. No. EDU 7673-06, Commissioner's Decision (April 10, 2008).

**6A:10-2.5 Corrective action plans for all teaching staff**

(a) For each teaching staff member 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 designated supervisor.

(b) If the summative evaluation rating is calculated before the end of the school year, then the corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to 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.

(c) If the ineffective or partially effective summative evaluation rating is received after the start of the school year following the year of evaluation, then a corrective action plan must be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within 15 teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

(d) The content of the corrective action plan shall replace the content of the individual professional development plan required in N.J.A.C. 6A:9C-3.4(c) and 3.7(c) until the next annual summary conference.

(e) The content of the corrective action plan shall:

1. Address areas in need of improvement identified in the educator evaluation rubric;
2. Include specific, demonstrable goals for improvement;
3. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
4. Include timelines for meeting the goal(s).

(f) The teaching staff member's designated supervisor 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 required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4.

1. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable, the educator's practice instrument;

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

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

4. The preliminary annual written performance report.

(d) 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.

(e) The annual written performance report shall be prepared by the designated supervisor. The annual written performance report shall include, but not be limited to:

1. 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;

2. 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; and

3. 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.

(f) The teaching staff member and the designated supervisor shall sign the report within five working days of the review.

(g) Each district board of education shall include all written performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

Repeal and New Rule, R.2013 d.120, effective October 7, 2013.

See: 45 N.J.R. 1292(a), 45 N.J.R. 2211(a).

Section was "Evaluation of nontenured teaching staff members".

Amended by R.2014 d.169, effective November 3, 2014.

See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

Rewrote the section.

(g) Progress toward the teaching staff member's goals outlined in the corrective action plan 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. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals.

(h) 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.

(i) 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 designated supervisor.

(j) The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. 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 midway between the development of the corrective action plan and the annual summary conference. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

(k) The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a). The chief school administrator or principal shall determine the length of the additional observation.

(l) Tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)2.

(m) A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any principal, assistant principal, or vice principal pursuant to N.J.S.A. 18A:6-121.c. If the corrective action plan was created before the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur midway between the development of the corrective action plan and the annual summary conference. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the principal, vice principal, or assistant principal's goals out-

lined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

(n) The chief school administrator shall ensure principals, vice principals, and assistant principals with a corrective action plan receive one observation and a post-observation in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation, as described in N.J.A.C. 6A:10-1.2 and 5.4. The chief school administrator or principal shall determine the length of the observation.

(o) The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

New Rule, R.2013 d.120, effective October 7, 2013.  
See: 45 N.J.R. 1292(a), 45 N.J.R. 2211(a).  
Administrative change.  
See: 46 N.J.R. 1743(a).  
Amended by R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).  
Rewrote the section.

### SUBCHAPTER 3. SCHOOL IMPROVEMENT PANEL

#### 6A:10-3.1 School Improvement Panel membership

(a) The School Improvement Panel shall include the principal, a vice principal, and a teacher who is chosen in accordance with (b) below by the principal in consultation with the majority representative. The principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a and the teacher(s) on the panel represents at least one-third of its total membership.

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

1. The teacher member shall be a person with a demonstrated record of success in the classroom. Beginning in academic year 2015-2016, a demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.

2. The majority representative, in accordance with (a) above, may submit to the principal teacher member nominees for consideration.

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

(c) 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.

(d) All members of the School Improvement Panel shall be chosen by August 31 of each year.

**6A:10-3.2 School Improvement Panel responsibilities****(a) The School Improvement Panel shall:**

1. Oversee the mentoring of teachers according to N.J.A.C. 6A:9B-8 and support the implementation of the school district mentoring plan;

2. Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;

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

4. Identify professional development opportunities for all teaching staff members 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:9C-3.5.

**(b) To conduct observations for the purpose of evaluation, the teacher member shall have:**

1. Agreement of the majority representative;

2. An appropriate supervisory certificate; and

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

**(c) The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9B-8.4.**

Administrative change.  
See: 46 N.J.R. 1743(a).

## SUBCHAPTER 4. COMPONENTS OF TEACHER EVALUATION

**6A:10-4.1 Components of teacher evaluation rubric**

**(a) The components of the teacher evaluation rubric described in this section shall apply to teaching staff members holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.**

**(b) Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:**

1. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and

2. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.

**(c) To earn a summative rating, a teacher shall have a student achievement score, including median student growth**

percentile and/or student growth objective(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.

**(d) Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the academic year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:**

1. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least 30 percent and no more than 50 percent of a teacher's evaluation rubric rating as determined by the Department.

2. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least 15 percent and no more than 50 percent of a teacher's evaluation rubric rating as determined by the Department.

3. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least 50 percent and no more than 85 percent of a teacher's evaluation rubric rating as determined by the Department.

4. Notwithstanding the provisions of (d)1 through 3 above, if a teacher's appeal of his or her student growth objective is approved, according to N.J.A.C. 6A:10-4.2(f), the student growth objective score weight within the student achievement component and the teacher practice weight shall be adjusted by the chief school administrator or the Commissioner, as applicable according to N.J.A.C. 6A:10-4.2(f).

**(e) Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.**

Amended by R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

In (b)2, substituted "pursuant to" for "determined through a teacher practice instrument and other measures described in"; added new (c); recodified former (c) and (d) as (d) and (e); and rewrote (d).

Amended by R.2015 d.013, effective January 5, 2015.

See: 46 N.J.R. 1921(a), 47 N.J.R. 104(a).

In the introductory paragraph of (d), substituted "August 31" for "April 15" and "academic year in which" for "school year"; in (d)1, substituted "30" for "40"; and added (d)4.

**6A:10-4.2 Student achievement components**

**(a) Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:**

1. If the teacher meets the requirements in (b) below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in (d) below; and

2. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to Core Curriculum Content Standards, and based on growth and/or achievement.

i. For teachers who teach subjects or grades not covered by the Core Curriculum Content Standards, student growth objectives shall align to standards adopted or endorsed, as applicable, by the State Board.

(b) The median student growth percentile shall be included in the annual summative rating of a teacher who:

1. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to (d) below;

2. Teaches the course or group within the course for at least 60 percent of the time from the beginning of the course to the day of the standardized assessment; and

3. Has at least 20 individual student growth percentile scores attributed to his or her name during the academic year of the evaluation. If a teacher does not have at least 20 individual student growth percentile scores in a given academic year, the student growth percentile scores attributed to a teacher during the two academic years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the academic year of the evaluation. Only student growth percentile scores from academic year 2013-2014 or any year after shall be used to determine median student growth percentiles.

(c) The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.

(d) The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

1. District boards of education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and

2. The Department then shall report to the employing district board of education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

(e) Student growth objectives for teachers shall be developed and measured according to the following procedures:

1. The chief school administrator shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A

teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31, prior to the academic year in which the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.

2. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.

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

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

5. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the chief school administrator or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.

i. If the SGO covers only the second semester of the school year, or if a teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

6. The teacher's designated supervisor shall calculate each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

(f) If a teacher's student growth objective score was the sole cause for an ineffective or partially effective summative rating for the 2013-2014 academic year, the teacher may appeal the summative rating by February 1, 2015, or within 15 school days of receiving the summative rating, whichever is later, to the chief school administrator or designee. Within 15 school days of receiving the appeal, the chief school administrator or designee shall notify the teacher of the decision. If the chief school administrator or designee agrees the student growth objective score was the sole cause for an ineffective or partially effective summative rating, the teacher's student growth objective score weight shall be adjusted from 15 percent to one percent and the teacher practice score weight shall be increased accordingly. Any decision of the chief school administrator with regard to recalculating a teacher's percentage weight and annual summative rating in accordance with this provision may be



appealed directly to the Commissioner no later than 15 school days following the chief school administrator's or designee's decision notification to the teacher. The Commissioner shall review whether the annual summative rating was directly and numerically caused by the student growth objective score and may decide the matter on a summary basis.

Amended by R.2014 d.169, effective November 3, 2014.

See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

Rewrote the section.

Amended by R.2015 d.013, effective January 5, 2015.

See: 46 N.J.R. 1921(a), 47 N.J.R. 104(a).

In (e)1, substituted "August 31" for "April 15" and "academic year in which" for "school year"; in (e)4, substituted "academic" for "school"; and added (f).

### 6A:10-4.3 Teacher practice components

The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

### 6A:10-4.4 Teacher observations

(a) For purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

(b) Observation conferences shall include the following procedures:

1. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation.

2. 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.

3. If agreed to by the teacher, post-observation conferences and pre-conferences for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic.

4. A pre-conference, when required, shall occur at least one but not more than seven teaching staff member working days prior to the observation.

(c) Each teacher shall be observed as described in this section, at least three times during each school year but not less than once during each semester. For all teachers, at least one of the required observations shall be announced and preceded by a pre-conference, and at least one of the required observations shall be unannounced. The chief school admin-

istrator shall decide whether the third required observation is announced or unannounced. The following additional requirements shall apply:

1. Nontenured teachers shall receive a minimum of three observations within the timeframe set forth in N.J.S.A. 18A:27-3.1, and 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.

2. Teachers on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.

3. Nontenured 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:

- i. A co-observation shall fulfill the requirement in this subsection for multiple observers.

- ii. One co-observation shall count as one observation required in (d) below.

4. 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.

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

6. 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.

(d) Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:

1. A nontenured teacher who is in his or her first or second year of teaching in the school district shall receive at least two long observations and one short observation.

2. A nontenured teacher who is in his or 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.

(e) To earn a teacher practice score, a teacher shall receive at least three observations.

1. If a teacher is present for less than 40 percent of the total student school days in an academic year, he or she

**SUBCHAPTER 6 EVALUATION OF TEACHING STAFF MEMBERS OTHER THAN TEACHERS, PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS**

**6A:10-6.1 Components of evaluation rubrics**

(a) The components of the teacher evaluation rubric described in this section shall apply to teaching staff members other than a teacher, as described in N.J.A.C. 6A:10-4.1, or a principal, vice principal, or assistant principal, as described in N.J.A.C. 6A:10-5.1.

(b) Each school district shall determine the components of the evaluation rubric for teaching staff members discussed in this section and shall follow the evaluation procedures as set forth in N.J.A.C. 6A:10-2.

New Rule, R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

Former N.J.A.C. 6A:10-6.1, Educator practice instrument, recodified to N.J.A.C. 6A:10-7.1.

**6A:10-6.2 Required observations for teaching staff members**

(a) The chief school administrator shall determine the duration of the three observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, principals, vice principals, and assistant principals. For the purpose of this subsection, observations 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:

1. Be followed within 15 working days by a conference between the administrative or supervisory staff member who made the observation and written or electronic evaluation, and the nontenured teaching staff member;
2. Be followed by both parties to such a conference signing the written or electronic evaluation report and each retaining a copy for his or her records; and
3. 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.

(b) All tenured teaching staff members as described in this section shall receive at least one observation per school year. The chief school administrator or his or her designee may determine the length and structure of the observation.

New Rule, R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

Former N.J.A.C. 6A:10-6.2, Teacher practice instrument, recodified to N.J.A.C. 6A:10-7.2.

**6A:10-6.3 (Reserved)**

Recodified to N.J.A.C. 6A:10-7.3 by R.2014 d.169, effective November 3, 2014.

See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).  
Section was "Principal practice instrument".

**SUBCHAPTER 7 COMMISSIONER APPROVAL OF EDUCATOR PRACTICE INSTRUMENTS**

**6A:10-7.1 Educator practice instrument**

(a) The Department shall provide and maintain on its website a list of Commissioner-approved educator practice instruments as determined by the criteria in this subchapter.

(b) For Commissioner approval, an educator practice instrument shall be either evidence- or research-based as it applies to the evaluation of teachers and principals.

1. To be evidence-based, data collected when using the instrument shall be positively correlated with student outcomes.

2. To be research-based, studies shall show the degree to which data collected by the instrument is positively correlated with student outcomes. To obtain the correlation, the current form of the instrument shall be applied through rigorous, systematic, and objective observation and evaluation procedures.

(c) The Department shall periodically review the approved instruments to ensure the instruments continue to meet the criteria set forth in N.J.A.C. 6A:10-7.2 and 7.3.

1. If the Department determines the instrument(s) no longer meets the criteria set forth in N.J.A.C. 6A:10-7.2 and 7.3, the Department shall notify the instrument's sponsors or creators and they shall have 30 calendar days to correct the deficiencies outlined by the Department.

2. If the deficiencies are not corrected, the Department shall notify the schools using the instrument that it is no longer approved by the Department. The school shall have 90 calendar days to choose a new educator practice instrument.

Recodified from N.J.A.C. 6A:10-6.1 and amended by R.2014 d.169, effective November 3, 2014.

See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

In the introductory paragraph of (c) and in (c)1, updated the N.J.A.C. references throughout. Former N.J.A.C. 6A:10-7.1, Evaluation of chief school administrators, recodified to N.J.A.C. 6A:10-8.1.

**6A:10-7.2 Teacher practice instrument**

(a) The teacher practice instrument approved by the Department shall meet the following criteria:

1. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to 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:

i. Clearly define the expectations for each rating category;

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

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

iv. 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.

(b) 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 school district may choose to use as a measure of competency.

Recodified from N.J.A.C. 6A:10-6.2 by R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

### 6A:10-7.3 Principal practice instrument

(a) The principal practice instrument approved by the Department shall meet the following criteria:

1. Incorporate domains of practice and/or performance criteria that align to the 2008 ISLLC Professional Standards for School Leaders developed by the Interstate School Leadership Licensure Consortium incorporated herein by reference, available at [http://www.ccsso.org/documents/2008/educational\\_leadership\\_policy\\_standards\\_2008.pdf](http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf);

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 clearly define the expectations for each category and provide a conversion for the four categories: highly effective, effective, partially effective, and ineffective;

3. Be based on multiple sources of evidence collected throughout the year;

4. Incorporate an assessment of the principal's leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards;

5. Incorporate an assessment of the principal's leadership for high-quality instruction;

6. Include an assessment of the principal's performance in evaluating teachers; and

7. Include an assessment of the principal's support for teachers' professional growth.

(b) For Commissioner-approval of a principal practice instrument in 2015 or any year thereafter, the instrument shall include a process to assess competency on the evaluation instrument which the school district may choose to use as a measure of competency.

Recodified from N.J.A.C. 6A:10-6.3 by R.2014 d.169, effective November 3, 2014.  
See: 46 N.J.R. 1377(a), 46 N.J.R. 2140(a).

## SUBCHAPTER 8. EVALUATION OF CHIEF SCHOOL ADMINISTRATORS

### 6A:10-8.1 Evaluation of chief school administrators

(a) Each district board of education shall adopt a policy and implementation procedures requiring the annual evaluation of the chief school administrator by the district board of education.

(b) The purpose of the annual evaluation shall be to:

1. Promote professional excellence and improve the skills of the chief school administrator;

2. Improve the quality of the education received by the students served by the public schools; and

3. Provide a basis for the review of the chief school administrator's performance.

(c) The policy and procedures shall be developed by the district board of education after consultation with the chief school administrator and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;

2. Development of a job description and evaluation criteria based upon the district board of education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the chief school administrator;