

**North Hunterdon-Voorhees Regional High School District**  
Annandale, NJ  
August 15, 2017

The following regulations are presented for the first and only reading – (R) denotes regulation, (M) denotes mandatory:

- R 1240      Evaluation of Superintendent (M) – Revised
- R 3221      Evaluation of Teachers (M) – Revised
- R 3222      Evaluation of Teaching Staff Members, Excluding Teachers and Administrators  
(M) – Revised
- R 3223      Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant  
Principals (M) – Revised
- R 3224      Evaluation of Principals, Vice Principals, and Assistant Principals (M) – Revised
- R 3240      Professional Development for Teachers and School Leaders (M) – Revised
- R 3240.2    Regulation 3240.2 Meals, Travel, and Lodging - Reimbursement of  
Administrators - *Abolish*
- R 5610      Suspension (M) – Revised

# REGULATION GUIDE

ADMINISTRATION  
R 1240/page 1 of 4  
Evaluation of Superintendent  
May 17  
M

[See POLICY ALERT Nos. 151, 201, 207 and 212]

## R 1240 EVALUATION OF SUPERINTENDENT

### A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures

1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.
3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.
4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.

### B. Annual Summary Conference

1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an ~~a~~Annual ~~Written~~ pPerformance rReport.
2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the ~~a~~Annual ~~Written~~ pPerformance rReport is prepared and filed.
3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.



# REGULATION GUIDE

ADMINISTRATION  
R 1240/page 2 of 4  
Evaluation of Superintendent

4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.
5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:
  - a. Performance of the Superintendent based upon the Board approved job description;
  - b. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
  - c. Indicators of student progress and growth toward program objectives.

## C. Annual ~~Written~~ Performance Report

1. The ~~aAnnual Written p~~Performance ~~r~~Report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:
  - a. Performance area(s) of strength;
  - b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
  - c. Recommendations for professional growth and development;
  - d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and



# REGULATION GUIDE

ADMINISTRATION  
R 1240/page 3 of 4  
Evaluation of Superintendent

- e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.
2. The Board President, or the Board President's designee, shall prepare a draft of the ~~aAnnual Written pPerformance rReport~~ after the annual summary conference.
3. The draft of the ~~aAnnual Written pPerformance rReport~~ shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.
  - a. In the event a Board member believes a provision(s) of the draft of the ~~aAnnual Written pPerformance rReport~~ is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the ~~aAnnual Written pPerformance rReport~~. The draft of the ~~aAnnual Written pPerformance rReport~~ may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.
4. The draft of the ~~aAnnual Written pPerformance rReport~~ shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the ~~aAnnual Written pPerformance rReport~~ from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.
5. In the event the Superintendent does not agree with a provision(s) in the draft of the ~~aAnnual Written pPerformance rReport~~, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).



# REGULATION GUIDE

ADMINISTRATION  
R 1240/page 4 of 4  
Evaluation of Superintendent

6. A majority of the Board's full membership shall approve the draft of the ~~aAnnual Written pPerformance rReport~~ before presenting the final ~~aAnnual Written pPerformance rReport~~ to the Superintendent.
7. The Superintendent may submit a written response to the final ~~aAnnual Written pPerformance rReport~~, which shall be attached to the report.

D. Nontenured Superintendent of Schools

1. The evaluation procedure for a nontenured Superintendent shall also be completed by July 1 each year.

Adopted:



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 1 of 25

Evaluation of Teachers

May 17

M

[See POLICY ALERT Nos. 181, 201, 207 and 212]

## R 3221 EVALUATION OF TEACHERS

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

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

“Announced observation” means an observation in which the person conducting an **observation** evaluation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

“Annual performance report” means a written appraisal of the teacher’s performance prepared by the teacher’s designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Co-observation” means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 2 of 25

### Evaluation of Teachers

“Corrective Action Plan” means a written plan developed by the **designated supervisor** ~~a teaching staff member serving in a supervisory capacity~~ in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119.**

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teacher’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, **and professional standards;** ~~and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources based on, **when applicable, the individual’s evaluation rubric.**~~

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments, and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 3 of 25

Evaluation of Teachers

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

~~“Long observation” means an observation for the purpose of evaluation that is conducted for a minimum duration of forty minutes or one class period, whichever is shorter.~~

~~“Model evaluation rubric” means district educator evaluation rubrics that have 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’s list of approved educator practice instruments.~~

“Observation” means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-21.1.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Teacher practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 4 of 25

Evaluation of Teachers

“Semester” means half of the school year.

~~“Short observation” means an observation for the purpose of evaluation that is conducted for at least twenty minutes.~~

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teachers and ~~evaluators~~ **designated supervisors** set for groups of students.

“Student growth percentile” means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-142.

“Teacher” means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

“Teacher practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher’s evaluation rubrics and the scores are included in the summative evaluation rating for the individual.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 5 of 25

Evaluation of Teachers

“Unannounced observation” means an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information 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. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 6 of 25

Evaluation of Teachers

2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).
  3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.
- E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2
1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:
    - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.1 et seq.;
    - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);
      - (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teaching staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teaching staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**
    - c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 7 of 25

### Evaluation of Teachers

- d. Annually adopt by June 1, any Commissioner-approved teacher practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
  - e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
  - f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instruments:
- a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 8 of 25

### Evaluation of Teachers

- b. ~~Provide training on the teacher practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
- be. Annually provide updates and refresher training ~~on the teacher practice instruments for any supervisors who will observe teacher practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;**
- cd. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete **at least two co-observations during the academic school year.**
  - (1) Co-observers shall use the co-observation to promote accuracy **and consistency** in scoring, ~~and to continually train themselves on the instrument.~~
  - (2) A co-observation shall **may** 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, **but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.**
- de. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing teacher practice instruments **evaluation rubrics** have completed training on the ~~instrument and its application~~ and have demonstrated competency in applying the teacher practice instruments **evaluation rubrics.**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 9 of 25

Evaluation of Teachers

### F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. 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 Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in ~~2018-2019~~ 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

### G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teachers.
2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 10 of 25

### Evaluation of Teachers

- c. 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 school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. The process for preparation of an annual ~~written~~ performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.
3. The annual summary conference between designated supervisors and teachers shall be held before the **annual written** performance report is filed. The conference shall occur on or before June 30 of each **school** year and shall include, but not be limited to, a review of the following:
- a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable; ~~the teacher's practice instrument;~~
    - (1) **The teacher's practice instrument; and**
    - (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**
  - b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 11 of 25

### Evaluation of Teachers

- ~~c. Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual written performance report.
- 4. If any scores for the teacher'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.
- 5. The annual written performance report shall be prepared by the teacher's designated supervisor and shall include, but not be limited to:
  - a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4;
  - 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 teacher practice instrument; and components of the teacher's evaluation rubric; and~~
  - c. ~~An~~ The teacher's individual professional development plan developed by the designated supervisor and the teacher or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.
- 6. The teacher and the designated supervisor shall sign the report within five ~~teacher~~ working days of the review.
- 7. The 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 the teacher's 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.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 12 of 25

Evaluation of Teachers

## H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation ~~rating~~, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the ~~Superintendent or the~~ teacher's designated supervisor. **If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
2. ~~If the summative evaluation rating is calculated before the end of the school year, then~~ The corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan ~~prior to September 15 by~~ **October 31** of the following school year. ~~The conference to develop and discuss the corrective action plan may be combined with the teacher's annual summary conference that occurs at the end of the year of evaluation.~~ **following the year of evaluation except:**
  - a3. If the ineffective or partially effective summative evaluation rating is received after the start **October 1** of the school year following the year of evaluation, then a corrective action plan ~~shall~~ **must** be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within ~~twenty-five~~ **fifteen** teacher working days following the school district's receipt of the teacher's summative rating.
4. ~~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.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**
  - a. Address areas in need of improvement identified in the teacher evaluation rubric;



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 13 of 25

Evaluation of Teachers

- b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each **required** post-observation conference, ~~when required by~~ **pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.**
57. Progress toward the teacher's goals outlined in the corrective action plan:
- a. ~~Sshall~~ be documented in the teacher's personnel file and reviewed at the annual summary conference **and** ~~or~~ the mid-year evaluation, ~~when applicable.~~ Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; **and**
  - b8. ~~Progress toward the teacher's goals outlined in the corrective action plan~~ **May** be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
69. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 14 of 25

### Evaluation of Teachers

710. 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 approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating 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.
811. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, 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 Superintendent or Principal shall determine the length of the additional observation.~~
912. ~~Tenured~~ Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, 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)42.
1013. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.
11. There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.
- I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.
1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1
- 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. **If an Assistant Principal or Vice**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 15 of 25

Evaluation of Teachers

Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. 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. 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~~ school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.
- d. All members of the School Improvement Panel shall be chosen by August 31 of each year.

## 2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

- a. The School Improvement Panel shall:
  - (1) Oversee the mentoring of teachers according to N.J.A.C. ~~6A:9B-8~~ 6A:9C-5.3(a)2 and support the implementation of the school district mentoring plan;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 16 of 25

### Evaluation of Teachers

- (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 **ensure** ~~conduct~~ mid-year evaluations **are conducted** for teachers who are on a corrective action plan; and
  - (4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-3.54.2.
- 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 6A:9C-5.2(a)3.
- J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1
1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.
  2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 17 of 25

Evaluation of Teachers

- a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and
  - b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.
3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.
4. 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 school 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:
  - a. 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 thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - b. 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 fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.
  - c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 18 of 25

Evaluation of Teachers

d. ~~Notwithstanding the provisions of a, b, and c 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 Superintendent or the Commissioner, as applicable according to N.J.A.C. 6A:10-4.2(f).~~

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

## K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:
  - a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and
  - b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the **New Jersey Student Learning Standards (NJSLS) Core Curriculum Content Standards**, and based on growth and/or achievement.
    - (1) For teachers who teach subjects or grades not covered by the **NJSLS Core Curriculum Content Standards**, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.
2. The median student growth percentile shall be included in the annual summative rating of a teacher who:



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 19 of 25

Evaluation of Teachers

- a. 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 4. below;
  - b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and
  - c. Has at least twenty individual student growth percentile scores attributed to his or her name during the **school academie** year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given **school academie** year, the student growth percentile scores attributed to a teacher during the two **school academie** years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the **school academie** year of the evaluation. Only student growth percentile scores from **school academie** year 2013-2014 or any **school** year after shall be used to determine median student growth percentiles.
3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.
  4. 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:
    - a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and
    - b. 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.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 20 of 25

Evaluation of Teachers

5. Student growth objectives for teachers shall be developed and measured according to the following procedures:
  - a. The Superintendent 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 **school academie** year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.
  - b. 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.
  - c. 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.
  - d. 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 **school academie** year, or within **twenty-five working** days of the teacher's start date if the teacher begins work after October 1.
  - e. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 21 of 25

Evaluation of Teachers

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

- f. The teacher's designated supervisor shall **approve** ~~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.

### L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. 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.

### M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the 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).
2. Observation conferences shall include the following procedures:
  - a. 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 fifteen teacher working days following each observation.
  - b. 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



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 22 of 25

Evaluation of Teachers

additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness. **Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.**

- c. If agreed to by the teacher, **one required** post-observation conferences **and any pre-conference(s)** for short observations of tenured teachers who are not on a corrective action plan may be conducted via written communication, including electronic.
  - d. **One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.**
  - ed. A pre-conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.
3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4, ~~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 Superintendent shall decide whether ~~the third additional~~ required observations ~~are~~ is announced or unannounced, **if applicable.** The following additional requirements shall apply:
- a. **Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.**
  - ba. Nontenured teachers shall ~~receive a minimum of be~~ **observed at least three observations within times each school year, but not less than once each semester. The observations shall be conducted in accordance with 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.~~



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 23 of 25

Evaluation of Teachers

- (1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.
- b. ~~Teachers on a corrective action plan shall receive observations within the timeline set forth in N.J.A.C. 6A:10-2.5.~~
- c. ~~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:~~
  - (1) ~~A co-observation shall fulfill the requirement in this section for multiple observers.~~
  - (2) ~~One co-observation shall count as one observation required in 4. below.~~
- d. ~~One post-observation conference may be combined with a teacher's annual summary conference as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.~~
- c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.
  - (1) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.



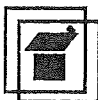
# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3221/page 24 of 25

Evaluation of Teachers

- d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.
  - e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.
  - fe. A written or electronic observation evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.
  - gf. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.
4. ~~Each observation required for the purpose of evaluations shall be conducted for the minimum duration based on the following groups:~~
- a. ~~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.~~
  - b. ~~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.~~
  - e. ~~A tenured teacher shall receive at least three short observations.~~
45. To earn a teacher practice score, a **nontenured** teacher shall receive at least three observations.
- a. If a **nontenured** teacher is present for less than forty percent of the total student school days in a **school an** ~~academic~~ year, he or she shall receive at least two observations to earn a teacher practice score.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3221/page 25 of 25

Evaluation of Teachers

N. Teacher Practice Instrument – N.J.A.C. 6A:10-7.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:
  - a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;
  - b. 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:
    - (1) Clearly define the expectations for each rating category;
    - (2) Provide a conversion to the four rating categories: ineffective, partially effective, effective, and highly effective;
    - (3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and
    - (4) Use clear and precise language that facilitates common understanding among teachers and administrators.
  - c. Rely on, 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
  - d. Include descriptions of specific training and implementation details required for the instrument to be effective.
2. ~~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.~~

Adopted:



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3222/page 1 of 15

Evaluation of Teaching Staff Members, Excluding  
Teachers and Administrators

May 17

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[See POLICY ALERT Nos. 181, 201, 207 and 212]

## R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

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

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

“Annual performance report” means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.

“Corrective Action Plan” means a written plan developed by the **designated supervisor** ~~a teaching staff member serving in a supervisory capacity~~ in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119.**

“Department” means the New Jersey Department of Education.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 2 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, **and** professional standards, ~~and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, as applicable, and multiple data sources based on, when applicable, the individual’s~~ **evaluation rubric.**

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 3 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

~~“Model evaluation rubric” means district educator evaluation rubrics that have 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’s list of approved educator practice instruments.~~

“Observation” means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-21.1.

“Post-observation conference” means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teaching staff members and **designated supervisors** ~~evaluators~~ set for groups of students.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 4 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-1.2.

“Teaching staff member” for the purposes of Policy 3222 and this Regulation, includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

#### B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

#### C. Educator Evaluation Data, Information, and ~~Written~~ Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 5 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

#### D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education annually shall adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

#### E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);;
- (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 6 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption;
- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
- f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 7 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:
  - a. 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 for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
  - b. ~~Provide training on the teaching staff member 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;~~
  - be. Annually provide updates and refresher training ~~on the teaching staff member practice instruments~~ for any supervisors who will observe teaching staff member practice for the purpose of increasing accuracy and consistency among observers are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member; and
  - cd. The Superintendent shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing educator practice ~~instruments~~ **evaluation rubrics** have completed training on ~~the instrument and its application~~ and have demonstrated competency in applying the educator practice instruments **evaluation rubrics**.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 8 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

#### F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. 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 Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in ~~2017-2018~~ **2018-2019**, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

#### G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.
2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. 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 N.J.A.C. 6A:10 et seq.;



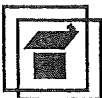
# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 9 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- c. 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 school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. 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.
3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the ~~written~~ annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
- a. The performance of the teaching staff member based upon the job description and, ~~when applicable,~~ the scores or evidence compiled using the teaching staff member's evaluation rubric, including, whenever applicable,; ~~the teaching staff member's practice instrument;~~
    - (1) **The teaching staff member's practice instrument; and**
    - (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 10 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- b. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
  - e. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual ~~written~~ performance report.
4. 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.
5. The annual ~~written~~ performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:
- a. A summative rating based on the evaluation rubric;
  - 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 teaching staff member practice instrument;~~ **and components of the teaching staff member's evaluation rubric; and**
  - c. ~~An~~ **The teaching staff member's** individual professional development plan developed by the designated supervisor and the teaching staff member or, when applicable, a corrective action plan from the evaluation year being reviewed in the report.
6. The teaching staff member and the designated supervisor shall sign the report within five ~~teaching staff member~~ working days of the review.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 11 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

7. The 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 the teaching staff member's 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.
- H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5
1. 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 ~~Superintendent or the~~ teaching staff member's designated supervisor. **If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
  2. ~~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 by October 31 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.~~ **following the year of evaluation, except:**
    - a3. If the ineffective or partially effective summative evaluation rating is received after **October 1** ~~the start of the~~ school year following the year of evaluation, ~~then~~ a corrective action plan **shall** ~~must~~ be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within **twenty-five** ~~fifteen~~ teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 12 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- ~~4. 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(e) and 3.7(e) until the next annual summary conference.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**
- a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. 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. **The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.**
57. Progress toward the teaching staff member's goals outlined in the corrective action plan:
- a. ~~Sshall~~ be documented in the teaching staff member's personnel file and reviewed at the annual summary conference **and** ~~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; **and**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 13 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- b8. ~~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.
  - 69. Responsibilities of the evaluated teaching staff member 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.
  - 740. The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.
  - 8. **There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.**
- I. Teaching Staff Member Observations and Evaluations – N.J.A.C. 6A:10-6.2
- 1. The Superintendent shall determine the duration of 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. **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:**
    - a. **Be at least twenty minutes in length;**
    - b. **Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;**
    - c. **Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 14 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- d. **Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.**
- 2. All tenured teaching staff members shall receive at least one observation per school year.**
- 3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.**
- ~~2. Each nontenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least three times during each school year, but not less than once during each semester.~~
- ~~3. Each tenured teaching staff member shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of observations.~~
- ~~4. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case study analysis of a significant student issue.~~
- ~~5. Each observation shall be followed within fifteen teaching staff member working days by a conference between the Superintendent or designated supervisor who made the observation and written or electronic evaluation, and the teaching staff member. Both parties to such a conference shall sign the written evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.~~



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3222/page 15 of 15

### Evaluation of Teaching Staff Members, Excluding Teachers and Administrators

- ~~6. The teaching staff member may submit his or her written objection(s) of the evaluation within ten 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.~~
- a7. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.
- b8. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.
49. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted:



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3223/page 1 of 15  
Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals  
May 17  
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[See POLICY ALERT Nos. 201, 207 and 212]

## R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

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

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

“Administrator” means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An “administrator” may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., “administrator” is not a Principal, Vice Principal, or Assistant Principal.

“Annual performance report” means a written appraisal of the administrator’s performance prepared by the administrator’s designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator’s evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 2 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

“Corrective Action Plan” means a written plan developed by the administrator’s **designated** supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide **as defined in N.J.S.A. 18A:6-119.**

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or designee as the administrator’s supervisor.

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the administrator’s summative evaluation rating in a manner determined by the school district.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description, **and** professional standards; ~~and Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth, if applicable, and multiple data sources based on, when applicable, the individual’s evaluation rubric.~~

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 3 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

~~"Model evaluation rubric" means district educator evaluation rubrics that have 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's list of approved educator practice instruments.~~

"Observation" means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by **an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent or designee.**

"Post-observation conference" means a meeting, either in-person or remotely, ~~between a Superintendent or designated~~ the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 4 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

~~“Student growth objective” means an academic goal that administrators and evaluators may set for groups of students.~~

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-121.

### B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

### C. Educator Evaluation Data, Information, and Written Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in ~~written~~ **annual** performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information 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. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3223/page 5 of 15  
Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.1 et seq.;
  - b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);
- (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 6 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

- c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption;
- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;
- f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
- g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3223/page 7 of 15  
Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:
  - a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;
  - b. ~~Provide training on the educator practice instruments for any supervisor who will conduct observations for the purpose of evaluation of administrators. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~
  - be. Annually provide updates and refresher training ~~on the educator practice instruments for any supervisors who will observe educator practice for the purpose of increasing accuracy and consistency among observers are~~ **conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator; and**
  - cd. The Superintendent shall annually certify to the Department that all supervisors of administrators in the school district who are utilizing ~~educator practice instruments~~ **evaluation rubrics** have completed training on ~~the instrument and its application~~ and have demonstrated competency in applying the **evaluation rubrics** ~~educator practice instruments~~.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 8 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

### F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. 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 Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.
3. Beginning in 2017-2018 **2018-2019**, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.

### G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.
2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
  - a. Roles and responsibilities for implementation of evaluation policies and procedures;
  - b. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3223/page 9 of 15  
Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

- c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;
  - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
  - e. **Process for developing and scoring student growth objectives;**
  - fe. The process for preparation of individual professional development plans; and
  - gf. The process for preparation of an annual written performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and ~~his or her the Superintendent or~~ designated supervisor.
3. The annual summary conference between ~~the Superintendent or~~ designated supervisors and the administrator shall be held before the ~~annual written~~ performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
- a. The performance of the administrator based upon the job description and the scores or evidence compiled using the administrator's evaluation rubric, including, whenever applicable, ~~the educator's practice instrument;~~
    - (1) **The administrator's practice instrument; and**
    - (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 10 of 15

### Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principals

- b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
  - c. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual ~~written~~ performance report.
4. If any scores for the administrator'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.
5. The annual ~~written~~ performance report for the administrator shall be prepared by the ~~Superintendent or~~ designated supervisor and shall include, but not be limited to:
- a. A summative rating based on the evaluation rubric;
  - 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; and components of the administrator's evaluation rubric; and~~
  - c. ~~An~~ **The administrator's** individual professional development plan developed by the ~~Superintendent or designated supervisor and the administrator or, when applicable, a~~ corrective action plan from the evaluation year being reviewed in the report.
6. The administrator and the ~~Superintendent or~~ designated supervisor shall sign the report within five ~~administrator~~ working days of the review.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 11 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

7. The 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, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be 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.
- H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5
1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. **If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.**
  2. ~~If the summative evaluation rating is calculated before the end of the school year, then~~ The corrective action plan shall be developed and the administrator and the Superintendent or his or her designated supervisor shall meet to discuss the corrective action plan ~~prior to September 15 by October 31~~ of the following school year. ~~The conference to develop and discuss the corrective action plan may be combined with the administrator's annual summary conference that occurs at the end of the year of evaluation.~~ **following the year of evaluation except:**
    - a3. If the ineffective or partially effective summative evaluation rating is received after ~~the start~~ **October 1** of the school year following the year of evaluation, ~~then~~ a corrective action plan ~~shall must~~ be developed, and the administrator and ~~his or her the Superintendent or~~ designated supervisor shall meet to discuss the corrective action plan within **twenty-five** ~~fifteen~~ administrator working days following the school district's receipt of the administrator's summative rating.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 12 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

4. ~~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(e) and 3.7(e) until the next annual summary conference.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**
- a. Address areas in need of improvement identified in the administrator evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. The ~~administrator's Superintendent or designated supervisor,~~ and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each **required** post-observation conference. **The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.**
57. Progress toward the administrator's goals outlined in the corrective action plan:
- a. Sshall be documented in the administrator's personnel file and reviewed at the annual summary conference **and** ~~or the mid-year evaluation, when applicable.~~ Both the administrator on a corrective action plan and ~~the Superintendent or his or her designated supervisor~~ may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; **and**



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3223/page 13 of 15  
Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

- b8. ~~Progress toward the administrator's goals outlined in the corrective action plan~~ May be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
69. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the ~~Superintendent or~~ administrator's designated supervisor.
740. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.
8. **There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.**
- I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2
1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. **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:**
- a. **Be at least twenty minutes in length;**
  - b. **Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;**
  - c. **Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and**
  - d. **Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.**



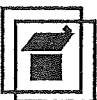
# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3223/page 14 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

2. All tenured administrators shall receive at least one observation per school year.
3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.
- ~~2. Each nontenured administrator shall be observed and evaluated in the performance of his or her duties at least three times during each school year but not less than once during each semester.~~
- ~~3. Each tenured administrator shall be observed and evaluated in the performance of his or her duties at least once each school year. The Superintendent shall determine the duration of the observation.~~
- ~~4. Observations include, but are not limited to: observations of meetings, student instruction, parent conferences, and a case study analysis of a significant student issue.~~
- ~~5. Each observation shall be followed within fifteen administrator working days by a conference between the Superintendent or designated supervisor who made the observation and written or electronic evaluation and the administrator. Both parties to such a conference shall sign the written or electronic evaluation report and each shall retain a copy for his or her records. The purpose of this procedure is to recommend as to reemployment, identify any deficiencies, extend assistance for correction, and improve professional competence.~~
- ~~6. The administrator may submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.~~
  - a7. The required observations and evaluations for nontenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.



# REGULATION GUIDE

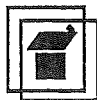
## TEACHING STAFF MEMBERS

R 3223/page 15 of 15

Evaluation of Administrators, Excluding  
Principals, Vice Principals, and  
Assistant Principals

- b8. The number of required observations and evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.
- 49. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted:



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 1 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals  
May 17  
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[See POLICY ALERT Nos. 201, 207 and 212]

## R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

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

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

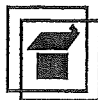
“Annual performance report” means a written appraisal of the Principal’s, Vice Principal’s, or Assistant Principal’s performance prepared by the designated supervisor based on the evaluation rubric for his or her position.

“Annual summative evaluation rating” means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

“Calibration” in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

“Chief School Administrator” means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

“Commissioner” means Commissioner of the New Jersey Department of Education.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 2 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

“Corrective Action Plan” means a written plan developed by the Superintendent or a **designated supervisor designee** in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

“Department” means the New Jersey Department of Education.

“Designated supervisor” means the supervisor designated by the Superintendent of Schools or **designee as the administrator’s as the Principal’s, Vice Principal’s, or Assistant Principal’s supervisor.**

“District Evaluation Advisory Committee” means a group created to oversee and guide the planning and implementation of the Board of Education’s evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

“Educator practice instrument” means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

“Evaluation” means an appraisal of an individual’s professional performance in relation to his or her job description; **and** professional standards; and ~~Statewide evaluation criteria that incorporates analysis of multiple measures of student achievement or growth and multiple data sources based on, when applicable, the individual’s evaluation rubric.~~

“Evaluation rubric” means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 3 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals

“Indicators of student progress and growth” means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

“Individual professional development plan” is as defined in N.J.S.A. 18A:6-119.

“Job description” means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

~~“Model evaluation rubric” means district educator evaluation rubrics that have 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’s list of approved educator practice instruments.~~

“Observation” means a method of collecting data on the performance of a Principal’s, Vice Principal’s, and Assistant Principal’s assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

“Post-observation conference” means a meeting, either in-person or remotely, between the Superintendent or the designated supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

“Principal practice instrument” means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

“Scoring guide” means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 4 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

“Semester” means half of the school year.

“Signed” means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

“Student growth objective” means an academic goal that teachers and evaluators **designated supervisors** set for groups of students.

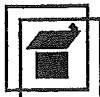
“Student growth percentile” means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student’s test scores have changed relative to other students Statewide with similar scores in previous years.

“Superintendent” means Superintendent of Schools or Chief School Administrator.

“Supervisor” means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-142 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.

### B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS R 3224/page 5 of 23 Evaluation of Principals, Vice Principals, and Assistant Principals

### C. Educator Evaluation Data, Information, and ~~Written Annual Performance~~ Reports – N.J.A.C. 6A:10-1.4

All information contained in ~~written annual~~ performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., **including, but not limited to, digital records**, shall be confidential. Such information 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. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

### D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.
2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).
3. Evaluation rubrics shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

### E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:
  - a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-~~21.1~~ et seq.;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 6 of 23

### Evaluation of Principals, Vice Principals, and Assistant Principals

- b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c);
  - (1) **The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.**
- c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, or Assistant Principal working days of adoption;
- d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;
- e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;



# REGULATION GUIDE

## TEACHING STAFF MEMBERS R 3224/page 7 of 23 Evaluation of Principals, Vice Principals, and Assistant Principals

- f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and
  - g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.
- 2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instruments:
  - a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;
  - b. ~~Provide training on the principal practice instrument for the Superintendent or designated supervisor who will conduct observations for the purpose of evaluation of Principals, Vice Principals, or Assistant Principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;~~



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 8 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

- be. Annually provide updates and refresher training ~~on the principal practice instrument~~ for any supervisors who will observe ~~principal practice for the purpose of increasing accuracy and consistency among observers~~ **are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;**
- cd. The Superintendent shall annually certify to the Department that all **supervisors** ~~evaluators~~ of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing **evaluation rubrics** ~~principal practice instruments~~ have completed training on **and the instrument and its application** and have demonstrated competency in applying the **evaluation rubrics** ~~principal practice instrument~~.

### F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. 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 Superintendent, a special education administrator, a parent, and a member of the Board of Education.
2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 9 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

3. Beginning in ~~2018-2019~~ 2017-2018, the District Evaluation Advisory Committees shall no longer be required and the Board of Education shall have the discretion to continue the District's Evaluation Advisory Committee.
- G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4
1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of Principals, Vice Principals, and Assistant Principals.
  2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:
    - a. Roles and responsibilities for implementation of evaluation policies and procedures;
    - b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;
    - c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;
    - d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;
    - e. **Process for developing and scoring student growth objectives;**



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3224/page 10 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

- fe. The process for preparation of individual professional development plans; and
  - gf. The process for preparation of an annual ~~written~~ performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.
3. The annual summary conference between the ~~Superintendent or~~ designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the ~~written annual~~ performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:
- a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and, ~~when applicable,~~ the scores or evidence compiled using the evaluation rubric, including, when applicable, ~~the principal practice instrument;~~
    - (1) **The principal's practice instrument; and**
    - (2) **Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.**
  - b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; **and**
  - c. ~~Available indicators or scores of student achievement or growth, when applicable, such as student growth objective scores and student growth percentile scores; and~~
  - cd. The preliminary annual ~~written~~ performance report.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 11 of 23

### Evaluation of Principals, Vice Principals, and Assistant Principals

4. If any scores for the Principal's, Vice Principal's, or Assistant Principal'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.
5. The annual ~~written~~ performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the ~~Superintendent~~ or designated supervisor and shall include, but not be limited to:
  - a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-5;
  - 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 principal practice instrument;~~ and **components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and**
  - c. ~~A~~ **The Principal's, Vice Principal's, or Assistant Principal's** individual professional development plan ~~developed by the Superintendent or designated supervisor and the Principal, Vice Principal, or Assistant Principal or, when applicable, a corrective action plan from the~~ evaluation year being reviewed in the report.
6. The Principal, Vice Principal, or Assistant Principal and the ~~Superintendent~~ or designated supervisor shall sign the report within five ~~Principal, Vice Principal, or Assistant Principal~~ working days of the review.
7. The 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 the Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 12 of 23

### Evaluation of Principals, Vice Principals, and Assistant Principals

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.

#### H. Corrective Action Plans for Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant Principal 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 Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor. **If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.**
2. ~~If the summative evaluation rating is calculated before the end of the school year, then~~ The corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and the Superintendent or his or her designated supervisor shall meet to discuss the corrective action plan prior to September 15 by **October 31** of the following school year. ~~The conference to develop and discuss the corrective action plan may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference that occurs at the end of the year of evaluation.~~ **following the year of evaluation except:**
  - a3. If the ineffective or partially effective summative evaluation rating is received after the start **October 1** of the school year following the year of evaluation, then a corrective action plan **shall** ~~must~~ be developed, and the Principal, Vice Principal, or Assistant Principal and the Superintendent or his or her designated supervisor shall meet to discuss the corrective action plan within ~~fifteen~~ **twenty-five** Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 13 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals

4. ~~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(e) and 3.7(e) until the next annual summary conference.~~
35. The content of the corrective action plan shall **replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:**
- a. Address areas in need of improvement identified in the principal evaluation rubric;
  - b. Include specific, demonstrable goals for improvement;
  - c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and
  - d. Include timelines for meeting the goal(s).
46. The ~~Superintendent or~~ designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the **Principal's, Vice Principal's, or Assistant Principal's** ~~employee's~~ progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.
57. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:
- a. Sshall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference **and** ~~or~~ the mid-year evaluation, ~~when applicable~~. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and the ~~Superintendent~~ **his or her** designated supervisor may collect data and evidence to demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; **and**



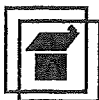
# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 14 of 23

### Evaluation of Principals, Vice Principals, and Assistant Principals

- b8. ~~Progress toward the goals outlined in the corrective action plan~~ **May** be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.
69. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the ~~Superintendent~~ or designated supervisor.
710. The Superintendent or ~~his or her designee, designated supervisor~~ and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant 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 midway between the development of the corrective action plan and the annual summary conference.~~ **The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating.** The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.
811. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation **conference** 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 Superintendent or Principal shall determine the length of the observation.~~
912. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 15 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals

10. **There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.**

## I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.
2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:
  - a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and
  - b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.
4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the ~~academic~~ school 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:
  - a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 16 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

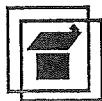
- b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.
  - c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.
  - d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be ~~thirty~~ no less than fifty percent of evaluation rubric rating.
  - e. ~~Measure of leadership practice, as described in N.J.A.C. 6A:10-5.3(c), shall be twenty percent of evaluation rubric rating.~~
  - f. ~~Notwithstanding the provisions of a. through e. above, if an appeal of the administrator goal is approved, according to N.J.A.C. 6A:10-5.2(e)5, the administrator goal weight and the principal practice weight shall be adjusted by the Superintendent or the Commissioner, as applicable according to N.J.A.C. 6A:10-5.2(e)5.~~
- 5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.
  - 6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.
- J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2
- 1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:



# REGULATION GUIDE

## TEACHING STAFF MEMBERS R 3224/page 17 of 23 Evaluation of Principals, Vice Principals, and Assistant Principals

- a. The school-wide student growth percentile of all students assigned to the Principal;
  - b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and
  - c. Administrator goals set by Principals, Vice Principals, or ~~and Assistant Principals~~ in consultation with ~~their the Superintendent or designated supervisor~~ pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.
2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.
  3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals.
  4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:
    - a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the **school** year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 18 of 23

### Evaluation of Principals, Vice Principals, and Assistant Principals

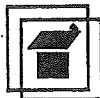
- b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.
5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:
  - a. The ~~Superintendent~~ **designated supervisor** shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the ~~academic~~ **school** year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.
  - b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with ~~their the Superintendent or~~ designated supervisor, each administrator goal. **Each** Vice Principals and Assistant Principals shall set goals specific to his or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and ~~Superintendent~~ **his or her or** designated supervisor do not agree upon the **administrator goal score**, the Principal's, Vice Principal's, or Assistant Principal's ~~Superintendent or~~ designated supervisor shall make the final determination.
  - c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and ~~his or her the Superintendent or~~ designated supervisor by October 31 of each ~~academic~~ **school** year, or within ~~twenty~~ **twenty-five working** work days of the Principal's, Vice Principal's, or Assistant Principal's start date if he or she begins work after October 1.



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 19 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals

- d. The administrator goal score shall be ~~calculated~~ **approved** by the Superintendent or designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.
6. ~~The Superintendent shall remove a teacher's student growth objective score from the Principal's, Vice Principal's, or Assistant Principal's final average student growth objective score for the 2013-2014 academic year and adjust the annual summative rating accordingly if:~~
- a. ~~A Principal's, Vice Principal's, or Assistant Principal's average student growth objective for the 2013-2014 academic year included a teacher's student growth objective that was successfully appealed according to N.J.A.C. 6A:10-4.2(f); and~~
  - b. ~~Failure to remove the score would cause the Principal's, Vice Principal's, or Assistant Principal's annual summative rating to be ineffective or partially effective.~~
- K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3
- 1. Measures of principal practice shall include ~~the following components:~~ a. ~~A~~ a measure determined through a Commissioner-approved principal practice instrument; and **may include** b. ~~A~~ a leadership measure determined through the Department-created leadership rubric.
  - 2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3224/page 20 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.
- L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4
1. The Superintendent or **his or her designee**, ~~designated supervisor~~ shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).
  2. A Principal, or the Superintendent or **his or her designee** or ~~designated supervisor~~, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.
  3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.
  4. Post-observation conferences shall include the following procedures:
    - a. A ~~Superintendent or designated~~ supervisor who ~~is~~ was present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.



# REGULATION GUIDE

## TEACHING STAFF MEMBERS R 3224/page 21 of 23 Evaluation of Principals, Vice Principals, and Assistant Principals

- b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.
  - c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.
  - d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.
  - e. A written or electronic **observation evaluation** report shall be signed by the ~~Superintendent or designated~~ supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.
  - f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten ~~Principal, Vice Principal, or Assistant Principal~~ working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.
5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5~~(f)~~**(h)** for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3224/page 22 of 23

Evaluation of Principals, Vice Principals,  
and Assistant Principals

M. Principal Practice Instrument – N.J.A.C. 6A:10-7.3

1. The principal practice instrument approved by the Department shall meet the following criteria:
  - a. 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\\_leaders\\_hip\\_policy\\_standards\\_2008.pdf](http://www.ccsso.org/documents/2008/educational_leaders_hip_policy_standards_2008.pdf);
  - b. Include scoring guides for assessing ~~teacher~~ **principal** 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~~ **to** four **rating** categories: ~~ineffective, partially effective, effective, and highly effective~~;
  - c. **Rely on, to the extent possible, Be based on** multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to::
    - (1) **Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and**
    - (2) **Evaluating the effectiveness of teaching staff members and supporting their professional growth.**
  - d. ~~Incorporate an assessment of the Principal's leadership for implementing a rigorous curriculum and assessments aligned to the Core Curriculum Content Standards;~~ **Include descriptions of specific training and implementation details required for the instrument to be effective.**



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3224/page 23 of 23  
Evaluation of Principals, Vice Principals,  
and Assistant Principals

- e. ~~Incorporate an assessment of the Principal's leadership for high quality instruction;~~
  - f. ~~Include an assessment of the Principal's performance in evaluating teachers; and~~
  - g. ~~Include an assessment of the Principal's support for teachers' professional growth.~~
2. ~~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.~~

Adopted:



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3240/page 1 of 9

Professional Development for Teachers and  
School Leaders

May 17

M

[See POLICY ALERT Nos. 145, 187, 202, 209 and 212]

## R 3240 PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS

### A. Definitions (N.J.A.C. 6A:9C-2.1)

1. The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in N.J.A.C. 6A:9C-3 et seq. and 6A:9C-4 et seq. and Policy and Regulation 3240.

### B. Components of Professional Development – (N.J.A.C. 6A:9C-3.2)

1. Professional development shall align with the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3, the standards for professional learning in N.J.A.C. 6A:9C-3.3, student learning and educator development needs, and school, school district, and/or State improvement goals.
2. Professional development shall encompass a broad range of professional learning that contributes to improved practice, including, but not limited to, participation in the work of established collaborative teams 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:
  - a. Evaluating student learning needs through ongoing reviews of data on student performance; and
  - b. Defining a clear set of educator learning goals based on the rigorous analysis of data on student performance.
3. Professional learning shall incorporate coherent, sustained, and evidenced-based strategies that improve educator effectiveness and student achievement, such as job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3240/page 2 of 9

Professional Development for Teachers and  
School Leaders

4. Professional learning may be supported by external expert assistance or additional activities that:
  - a. Address defined student and educator learning goals;
  - b. Advance primarily ongoing school-based professional learning; and
  - c. Include, but are not limited to, courses, workshops, institutes, networks, and conferences provided by for-profit and nonprofit entities outside the school such as universities, educational service agencies, technical assistance providers, networks of content specialists, and other education organizations and associations.

## C. Standards for Professional Learning (N.J.A.C. 6A:9C-3.3)

1. Professional learning that increases educator effectiveness and improves results for all students shall be guided by the following standards:
  - a. Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
  - b. Leadership: Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;
  - c. Resources: Requires prioritizing, monitoring, and coordinating resources for educator learning;
  - d. Data: Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;
  - e. Learning designs: Integrates theories, research, and models of human learning to achieve its intended outcomes;



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3240/page 3 of 9  
Professional Development for Teachers and  
School Leaders

- f. Implementation: Applies research on change and sustains support for implementation of professional learning for long-term change; and
  - g. Outcomes: Aligns its outcomes with educator performance and student curriculum standards.
- D. Requirements for and Implementation of Teachers' Individual Professional Development Plans (N.J.A.C. 6A:9C-4.4)
  - 1. Each teacher shall be guided by an individualized Professional Development Plan (PDP), pursuant to N.J.S.A. 18A:6-128.a, which shall include at least twenty hours per year of qualifying experiences. The twenty-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.
  - 2. The content of each individual PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3.
  - 3. **Each teacher's individual PDP shall be updated annually no later than October 31, except:**
    - a. **If the teacher is hired after October 1, the PDP shall be developed within twenty-five working days of his or her hire.**
  - 43. The individual PDP shall be ~~effective for one year, updated annually, and~~ modified during the year, as necessary, and shall specify at least:
    - a. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3240/page 4 of 9

Professional Development for Teachers and  
School Leaders

- b. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.
- 54. Progress on the individual PDP shall be discussed at the annual summary conference, pursuant to N.J.A.C. 6A:10-2.4, but may occur more frequently throughout the year.
- 65. Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her **designated** supervisor, and shall be reviewed as part of each annual summary conference.
- ~~6. All teachers governed by the professional development requirements shall have an individual PDP within thirty instructional days of the beginning of their respective teaching assignments.~~
- 7. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements outlined in N.J.A.C. 6A:9C-4.
- 8. Additional hours of qualifying experiences may be required for teachers in low-performing schools, as determined by the Commissioner of Education.
- 9. The teacher's designated supervisor shall:
  - a. Use the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements and shall take appropriate steps to assure such progress. If a teacher's progress is found to be inadequate, the teacher's designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and



# REGULATION GUIDE

## TEACHING STAFF MEMBERS R 3240/page 5 of 9 Professional Development for Teachers and School Leaders

- b. Maintain accurate records of each teacher's progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3 and N.J.A.C. 6A:9C-4.4. Such records shall include a copy of each teacher's current PDP and timeline, as well as any documentation and evidence showing the teacher's progress toward meeting the plan's requirements.
  - 10. If a teacher leaves the employ of one New Jersey school district and is hired by another, the previous employing school district shall share with the new employing school district the teacher's individual PDP and all supporting documentation. If the current individual PDP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PDP and timeline is created ~~within thirty days of hire by the employee's new supervisor in collaboration with the new teacher~~ in accordance with N.J.A.C. 6A:9C-4.4.
- E. School-Level Plans for Professional Development Implementation (N.J.A.C. 6A:9C-4.2)
- 1. The Principal shall oversee the development and implementation of a plan for school-level professional development and shall ensure:
    - a. The school-level professional development plan includes a description of school-level and team-based professional learning aligned with identified school goals, and includes teacher and student learning needs; and
    - b. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements pursuant to N.J.A.C. 6A:9C-4.4(a).
  - 2. The school-level plan shall become part of the school district plan for professional development overseen and reviewed by the Superintendent of Schools.



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3240/page 6 of 9

Professional Development for Teachers and  
School Leaders

F. Requirements for District-Level Plans for Professional Development Implementation (N.J.A.C. 6A:9C-4.2)

1. The school district plan shall provide information on school-level and district-wide professional development learning opportunities, the resources being allocated toward their support, a justification for the expenditures, and include any professional development required by statute or regulation.
2. The Superintendent of Schools or designee shall oversee the development and implementation of the school district plan to address the school district's professional development needs and shall review on an annual basis the school district plan to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders.
3. When overseeing and reviewing the school district plan, the Superintendent or designee shall:
  - a. Review school-level professional development plans;
  - b. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;
  - c. Plan, support, and implement professional learning activities that address the **New Jersey Student Learning Standards CCCS**, and that align with the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and School Leaders in N.J.A.C. 6A:9-3;
  - d. Develop and update, as necessary, the district mentoring plan for non-tenured teachers including novice professional teachers who hold a CE or CEAS, in accordance with N.J.A.C. 6A:9C-5.3;
  - e. Present the plan to the Board of Education to review for fiscal impact; and



# REGULATION GUIDE

TEACHING STAFF MEMBERS  
R 3240/page 7 of 9  
Professional Development for Teachers and  
School Leaders

- f. Certify annually to the Department of Education, through a statement of assurance, that the school district is meeting the requirements for the school district plan as set forth in N.J.A.C. 6A:9C-4.2 and that it includes requirements of the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.
    - 4. School districts sending to the same middle and/or high school may form a regional consortium to develop one district-wide plan based on the sending schools' plans.
  - G. Requirements for and Implementation of School Leaders' Professional Development Plans (N.J.A.C. 6A:9C-4.3)
    - 1. Each school leader shall create, implement, and complete an individual PDP that:
      - a. Aligns with the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.4 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3;
      - b. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the school leader;
      - c. Identifies professional learning goals that address specific individual, school, or school district goals;
      - d. Grounds professional learning in objectives related to improving teaching, learning, and student achievement, and aligns to the school and/or school district plan for professional development; and
      - e. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2 and other statutory requirements related to student safety, bullying and harassment, and well-being.
    - 2. **Each school leader's individual PDP shall be developed by October 31 except:**
      - a. **If the school leader is hired after October 1, the PDP shall be developed within twenty-five working days of his or her hire.**



# REGULATION GUIDE

## TEACHING STAFF MEMBERS

R 3240/page 8 of 9

### Professional Development for Teachers and School Leaders

32. The Superintendent of Schools shall develop an individual PDP for review by the Board of Education. In developing the individual PDP, the following process shall be followed:
- a. The Board shall review the Superintendent's individual PDP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development.
  - b. The Superintendent shall submit annually to the Board evidence of progress toward completion of the individual PDP. The Superintendent also shall submit every three to five years, depending on the length of his or her contract with the Board, summative evidence of plan completion.
  - c. The Superintendent may appeal to the Executive County Superintendent if he or she disagrees with the Board regarding PDP contents or progress toward completion. The Executive County Superintendent shall have final decision-making authority on all such matters.
43. ~~Each~~ Leaders whose positions requires a Principal or supervisor endorsement, or whose positions requires a Chief School Administrator endorsement but who ~~does de~~ not serve as a Chief School Administrator or Superintendent of a school district, shall develop in collaboration with **his or her designated supervisor** ~~the Superintendent or designee~~ an individual PDP and shall provide evidence to **his or her designated supervisor** of progress toward fulfillment of his or her plan. Each Superintendent or designee shall:
- a. Review each Principal's, supervisor's, or other school leader's individual PDP, including the individual training needs pursuant to N.J.A.C. 6A:9C-4.3(a)5, and shall ensure it aligns to school and school district goals and the school district's plan for professional development;
  - b. Meet with the Principal, supervisor, or other school leader at mid-year to assess progress toward his or her PDP's completion or modification; and



# REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3240/page 9 of 9

Professional Development for Teachers and  
School Leaders

- c. Review the individual PDP's status as part of the Principal's, supervisor's, or other school leader's annual performance evaluation.
  - 54. The school leader's designated supervisor, or the Board of Education in the case of the Superintendent, shall:
    - a. Use the performance evaluation process and professional development planning process to monitor the school leader's progress in meeting the professional development requirements. If a school leader's progress is found to be inadequate, the school leader's designated supervisor or the Board shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and
    - b. Maintain accurate records of each school leader's progress in meeting the individual professional development requirements, pursuant to N.J.A.C. 6A:9C-4.3. Such records shall include a copy of each school leader's current PDP and timeline, as well as any documentation and evidence showing the school leader's progress toward meeting the plan's requirements.
  - 65. If a school leader leaves the employ of one New Jersey school district and is hired by another, the school leader's designated supervisor, or the Board of Education in the case of the Superintendent, shall ensure a revised individual PDP appropriate to the new assignment is developed in collaboration with the school leader.
- H. Assistance (N.J.A.C. 6A:9C-4.1)
- 1. The Board of Education shall ensure all teachers and school leaders receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective professional development plans.

Issued:



## NORTH HUNTERDON-VOORHEES REGIONAL SCHOOL DISTRICT

3000 PERSONNEL

3240 PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS (M)

Regulation 3240.2 Meals, Travel, and Lodging - Reimbursement of Administrators

**Regulation 3240.2 Meals, Travel, and Lodging - Reimbursement of Administrators**

The Board of Education recognizes that administrators incur expenses beyond those associated with everyday responsibilities. Such expenses include, but are not limited to, attendance at meetings at off-site locations, such as workshops, conferences, and activities related to school improvement or professional development.

Therefore, the Board of Education may reimburse administrators for these expenses as follows:

Meals, Travel, and Lodging

Meals with other than co-workers are reimbursable when such meals are incurred at meetings at off-site locations in relation to school improvement or professional development.

Travel from one's residence to a Board meeting or school function is not reimbursable.

Overnight Conferences

All requests to attend overnight conferences require approval of the Superintendent prior to registration.

Waivers

In highly unusual circumstances, administrators may apply for a waiver of these provisions. Such waivers shall require prior approval of the Superintendent and may be granted only if the expenses are clearly beyond those incurred in the daily performance of one's everyday responsibilities.

Approvals of Expenses

All claims for reimbursement shall require the approval of the Superintendent.

Administrative Regulations

The Superintendent shall develop administrative regulations to include guidelines, procedures, and forms necessary for documentation and timely filing of monthly claims for reimbursement.

Issued: 1 May 2001

NORTH HUNTERDON VOORHEES SCHOOL DISTRICT

# REGULATION GUIDE

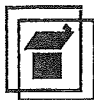
STUDENTS  
R 5610/page 1 of 9  
Suspension Procedures  
May 17  
M

[See POLICY ALERT Nos. 176, 203 and 212]

## R 5610 SUSPENSION PROCEDURES

### A. Short-Term Suspensions

1. In each instance of a short-term suspension, the Principal or designee, shall assure the rights of a student suspended for one, but not more than ten consecutive school days by providing for the following:
  - a. As soon as practicable, oral or written notice of charges to the student.
    - (1) When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided.
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the short-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5.
    - (1) The informal hearing shall be conducted by a school administrator or designee;
    - (2) To the extent that a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension;
    - (3) The informal hearing should take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
    - (4) The informal hearing and the notice given may take place at the same time.



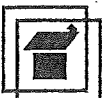
# REGULATION GUIDE

## STUDENTS

R 5610/page 2 of 9

### Suspension Procedures

- c. Oral or written notification to the student's parent of the student's removal from the student's educational program prior to the end of the school day on which the Principal decides to suspend the student. The notification shall include an explanation of:
  - (1) The specific charges;
  - (2) The facts on which the charges are based;
  - (3) The provision(s) of the code of student conduct the student is accused of violating;
  - (4) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.2; and
  - (5) The terms and conditions of the suspension.
- d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day; and
- e. Academic instruction, either in school or out of school, that addresses the **New Jersey Student Learning Core Curriculum Content Standards**.
  - (1) The student's academic instruction shall be provided within five school days of the suspension.
  - (2) At the completion of a short-term suspension, the Board of Education shall return a general education student to the general education program for which he or she was suspended.
  - (3) The academic instruction provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.



# REGULATION GUIDE

## STUDENTS

R 5610/page 3 of 9  
Suspension Procedures

2. The Principal suspending the student shall immediately report the suspension to the Superintendent, who shall report it to the Board of Education at its next regular meeting, pursuant to N.J.S.A. 18A:37-4.
3. An appeal of the Board's decision affecting the general education student's educational program shall be made to the Commissioner, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
4. For a student with a disability, the provisions set forth in N.J.A.C. 6A:16-7.2 shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

### B. Long-Term Suspensions

1. In each instance of a long-term suspension, the Principal or designee shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:
  - a. Notification to the student of the charges prior to the student's removal from school;
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of events regarding his or her actions leading to the long-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
  - c. Immediate notification to the student's parent of the student's removal from school;
  - d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day;
  - e. Written notification to the parent by the Superintendent or designee within two school days of the initiation of the suspension, stating:

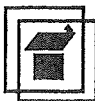


# REGULATION GUIDE

## STUDENTS

R 5610/page 4 of 9  
Suspension Procedures

- (1) The specific charges;
  - (2) The facts on which the charges are based;
  - (3) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.3; and
  - (4) Further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the Board, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.4.
    - (a) The Board shall request from the parent and student written acknowledgement of the notification provided pursuant to N.J.A.C. 6A:16-7.3(a)5.iv subsequent to the removal of the student from his or her educational program, pursuant to N.J.A.C. 6A:16-7.3.
- f. A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing, pursuant to j. below;
- g. For a student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations;
- h. Information on the student's right to secure an attorney and legal resources available in the community identified pursuant to N.J.A.C. 6A:16-7.1(c)7;
- i. Either in- or out-of-school educational services that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25, which may include a public education program provided in accordance with N.J.A.C. 6A:16-9 or 10.

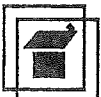


# REGULATION GUIDE

## STUDENTS

R 5610/page 5 of 9  
Suspension Procedures

- (1) The student's educational services shall be provided within five school days of the suspension.
  - (2) The Board shall make decisions regarding the appropriate educational program and support services for the suspended general education student based on the **New Jersey Student Learning Core Curriculum Content** Standards and the following considerations:
    - (a) A behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team, as appropriate;
    - (b) The results of relevant testing, assessments, or evaluations of the student;
    - (c) The student's academic, health, and behavioral records;
    - (d) The recommendation of the Superintendent, Principal, or other relevant school or community resource;
    - (e) Considerations of parental input; or
    - (f) Consultation with the Intervention and Referral Services Team, in accordance with N.J.A.C. 6A:16-8.
  - (3) Educational services provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
- j. A formal hearing before the Board that shall, at a minimum:
- (1) Be conducted by the Board or delegated by the Board to a Board committee, a school administrator, or an impartial hearing officer for the purpose of determining facts or making recommendations.



# REGULATION GUIDE

STUDENTS  
R 5610/page 6 of 9  
Suspension Procedures

- (a) Before taking final action, the Board as a whole shall receive and consider either a transcript or detailed report on the hearing.
  - (2) Include the opportunity for the student to:
    - (a) Confront and cross-examine witnesses, if there is a question of fact; and
    - (b) Present his or her own defense, and produce oral testimony or written supporting affidavits.
  - (3) Take place no later than thirty calendar days following the day the student is suspended from the general education program; and
  - (4) Result in the Board's decision that shall be based, at a minimum, on the preponderance of competent and credible evidence.
- k. A written statement to the student's parent regarding the Board's decision within five school days after the close of the hearing. The statement shall include at a minimum:
- (1) The charges considered;
  - (2) A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board at the hearing;
  - (3) Factual findings relative to each charge and the Board's determination of each charge;
  - (4) Identification of the educational services to be provided to the student, pursuant to i. above;



# REGULATION GUIDE

## STUDENTS

R 5610/page 7 of 9  
Suspension Procedures

- (5) The terms and conditions of the suspension; and
  - (6) The right to appeal to the Commissioner of Education the Board's decision regarding the student's general education program, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
- l. If at any time it is found that the student did not commit the offense, the student shall be immediately returned to the program from which he or she was removed; and
- m. At the completion of a long-term suspension, the Board shall return the general education student to the general education program.
- 2. An appeal of the Board's decision regarding the general education student's program shall be made to the Commissioner of Education, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
- 3. Suspension of a general education student shall not be continued beyond the Board's second regularly scheduled meeting following the suspension, unless the Board so determines, pursuant to N.J.S.A. 18A:37-5.
  - a. The Board shall determine whether to continue the suspension, pursuant to B.1. above, based on the following criteria:
    - (1) The nature and severity of the offense;
    - (2) The Board's removal decision;
    - (3) The results of relevant testing, assessments, or evaluations of the student; and
    - (4) The recommendation of the Superintendent, after considering input from the Principal or Director of the alternative education program or home or other in-school or out-of-school instruction program in which the student has been placed.



# REGULATION GUIDE

STUDENTS

R 5610/page 8 of 9

Suspension Procedures

- b. The Board shall develop and adopt policies and procedures providing for action on the continuation of student suspensions in the event of cancellation of the first or second regular Board meeting pursuant to N.J.S.A. 18A:37-4 and 5. In this unlikely event,

**[Option – Select option below or develop a local school district option]**

X a special committee of the Board, which will include the Superintendent of Schools or his/her designee, will be appointed by the Board President to make a decision on the continuation of the suspension. The committee's decision will be implemented subject to ratification of the committee's decision at the next regularly scheduled Board meeting.

4. When the Board votes to continue a general education student's suspension, it shall review the case, in consultation with the Superintendent, at each subsequent Board meeting for the purpose of determining:
- a. The status of the student's suspension;
  - b. The appropriateness of the suspended student's current educational program; and
  - c. Whether the suspended student's current placement, pursuant to i. above, should continue or whether the student should return to the general education program.
5. When the Board votes to continue a general education student's suspension, it shall make, in consultation with the Superintendent, the final determination on:
- a. When the student is prepared to return to the general education program;



# REGULATION GUIDE

## STUDENTS

R 5610/page 9 of 9  
Suspension Procedures

- b. Whether the student will remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in B.3.a.(1) through (4) above; or
  - c. Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- 6. The Board shall provide a general education student suspended under N.J.A.C. 6A:16-7.3 with an appropriate educational program or services, based on the criteria set forth under B.1.i.(2) above, until the student graduates from high school or reaches the age of twenty, whichever comes first.
  - a. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14-2 and 4.3, whichever is applicable; or
  - b. The educational services provided, either in-school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
- 7. For a student with a disability who receives a long-term suspension, the Board shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student's educational placement to an interim or alternate educational setting.
  - a. All procedural protections set forth in N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7.3 shall be afforded to a student with a disability who is subjected to a long-term suspension.
  - b. All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.
  - c. The provisions of B.2. through B.6. above shall not apply to students with disabilities.

Adopted:

