



SECTION D

Great Teachers and Leaders **(138 total points)**

STATE REFORM CONDITIONS CRITERIA

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

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HIGH-QUALITY ALTERNATIVE PATHWAYS FOR TEACHERS AND PRINCIPALS

- New Jersey has a strong record of innovation and outstanding, demonstrable success in preparing teachers through alternative pathways to certification.
- New Jersey was the first state in the country to provide an alternative route to teaching, and New Jersey continues to lead the nation in using and expanding alternative pathways to certification.
- New Jersey is working to expand its pipeline of great teachers by proposing regulations that would make it the first state in the nation to grant equivalent certification to teachers who are licensed in any other state, and who can provide evidence of their content knowledge and past success in teaching.
- New Jersey is demonstrating its commitment to addressing the shortage of teachers and school leaders in certain areas of the State by systematically monitoring and improving the alternative-route avenues to certification for both, as evidenced in (D)(3).

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(i) (ii) ALTERNATIVE ROUTES TO CERTIFICATION: TEACHERS

In 1985, New Jersey spearheaded the first alternative-routes-to-teacher-certification movement in the United States, the Provisional Teacher Program.¹ Over the twenty-five years since then, New Jersey’s nationally-recognized alternative-route approach to teacher preparation has been supported by law (*N.J.A.C. 6A:9-8 and 6A:9-11*) and has operated continuously and very effectively. Our state is committed to alternative-route programs that allow a wide spectrum of individuals who are considering teaching for the

¹ *Feistritzer, Education Week, November 18, 2009.*

first time – from mid-career professionals to newly-minted college graduates – to expeditiously become well-trained teachers.

As part of our next phase of reform, New Jersey will provide entry to America’s best teachers, no matter the state in which they serve. We propose to accomplish this by offering equivalent certifications to teachers who possess certifications from their home states, who can provide documented evidence of content knowledge, and who possess three years of successful teaching experience. The State Board has proposed amendments to the licensing regulations that would allow for certification to teachers licensed in other states who can provide evidence of past success. The measure offers dramatic evidence of New Jersey’s commitment to clearing non-constructive barriers to teaching in New Jersey and putting the most effective teachers possible in our classrooms.

New Jersey recruits quality candidates and trains them to succeed. Individuals who hold a bachelor’s (or higher) degree and a Certificate of Eligibility (CE) are immediately eligible to participate in alternative-route programs. To receive a CE from NJDOE, each incoming alternative-route teacher must provide evidence of appropriate subject-matter preparation, must complete 24 hours of education requirements (which includes, among other things, the completion of introductory teaching courses and substantial classroom time), and must pass the corresponding Praxis II exam.

Over the history of New Jersey’s alternative-route program, approximately 30,000 teachers have been recommended for certification to teach. (See Appendix I (D)(1) for a graph of alternative-route-completion statistics.)

Summary of Types of Alternative-Route Programs*

To assist non-traditional candidates in successfully becoming teachers, New Jersey has established relationships with the types of alternative-route providers that are listed by category in the table below. New Jersey authorizes a variety of provider and provider arrangements. All alternative-route providers benefit from their strong relationships with

institutions of higher learning. There are many models within the state -- ranging from intensive programs that are designed to get well-qualified candidates into classrooms quickly, to degree programs that offer flexible scheduling and online coursework for candidates. Some of New Jersey’s alternative-certification programs include partnerships with community colleges and with LEA providers to ensure geographic accessibility. In addition, the NJDOE recognizes the need for even more flexible models that engage an even greater variety of candidates. Thus, it has encouraged partnerships, like those in New Pathways to Teaching in New Jersey, a program through which Jersey City University offers its teaching curriculum from various state community colleges. Such partnerships offer broad accessibility for geographically-dispersed candidates, and cover diverse areas of focus.

Type of Alternative-Route Program	Number of Programs**
Teach for America	1 – operated in three cities
Regional Training Center Programs	9 (in 26 sites)
District Consortium	3
MAT Program	6
Preschool – Grade 3 program	10
Bilingual Bicultural Program	11
ESL Program	13
Special Education Program	18
World Language Alternative Route	2
NASDTEC Interstate Contract	24

* A list of programs by name is available as further evidence in Appendix I.

**Several campuses offer multiple programs. A direct count of programs cannot be aggregated from this chart.

We estimate that alternative-route programs train approximately one-third of the teachers who are placed in urban settings in New Jersey. Moreover, alternative-route certification programs in New Jersey are producing a much more diverse set of teachers than traditional-route programs have produced.² Indeed, a full 37 percent of the teacher

² *Alternative Route Pathway to Teacher Certification Evaluation Report. Raymond Barclay et al., Western Carolina University. 2008. Available on the NJDOE Website under “educators research.”*

candidates who complete alternative-certification programs in New Jersey belong to minority groups.

Alternative-route programs not only are a strong force in New Jersey, but also are growing in strength. They continue to provide a greater and greater percentage of the teachers in New Jersey, and they continue to expand their delivery methods. New programs offer diverse methods of seeking teacher licensure, and of ensuring that quality candidates are recruited and supported. For example, a new apprenticeship program that is currently being used in three New Jersey districts has a fifth-year residency as part of the preparation program. Importantly, too, New Jersey’s commitment to alternative-route candidates extends into the classroom, where, during their first year of teaching, candidates are offered seasoned mentors and additional professional-development opportunities. (These opportunities are described later in this section.)

	FY 2007	FY 2008	FY 2009
TRADITIONAL-ROUTE CERTIFICATES AWARDED	10,234	10,981	7,728
ALTERNATIVE-ROUTE CERTIFICATES AWARDED	2,914	3,134	2,778
Alternative-Route Certificates as a Percentage of Total Certificates	28.5%	28.5%	35.9%
TOTAL INSTRUCTIONAL CERTIFICATES AWARDED	13,148	14,115	10,506

Evidence: Roughly one-quarter³ of New Jersey’s 115,000-plus teachers were certified via the alternative route. In 2008-2009, the state issued 10,506 standard instructional certificates; 2,778 (26%) of these were issued to teachers who had prepared to teach through the alternative route.

³ Although a greater number of candidates were recommended for certification, not all of them chose to pursue teaching within New Jersey.

In sum, New Jersey launched, and has expanded, a nationally-recognized alternative-route approach to teacher preparation that has provided quality candidates to the state's schools for 25 years.⁴ And now, New Jersey is taking steps to raise the bar still higher.

Within New Jersey's Educator Development Continuum, all beginning teachers enter as provisional teachers. During an Alternate Route Teacher's provisional period, he or she must take a minimum of 200 hours of approved coursework in professional teacher education. The teacher's completion of this coursework is concurrent with on-the-job mentoring, support, and formative evaluation that is aimed at developing and documenting his or her instructional competency. The building administrator recommends a candidate for standard licensure upon his or her completion of the provisional teacher program. The recommendation is based upon a candidate's successful completion of required coursework, and takes into account whether the two formative evaluations and one summative evaluation support such a recommendation.⁵

A two-year evaluation study of the New Jersey alternative-routes-to-teaching program was conducted starting in 2005, pursuant to New Jersey's federal Teacher Quality Enhancement (TQE) Grant. Based on the evaluation's findings, New Jersey formed an Alternative Route Advisory Committee in 2008, to conduct a systemic review of the alternative-routes program and to make recommendations for improvement. (A summary of findings from the evaluation study, and of the Advisory Committee's review, is provided in Appendix II.) After reviewing the evaluation findings, New Jersey instituted changes to its requirements for alternative-route certification in three areas: (1) the initial requirements for securing a credential to teach (i.e., the CE); (2) the additional hours of preparation required to teach elementary language arts/literacy and elementary mathematics; and (3) the preparation of career- and technical educators.

⁴ *Feistritz, Education Week, November 18, 2009.*

⁵ *N.J.A.C. 6A:9-8.3, 8.6, 8.7.*

Successful Aspects of New Jersey’s Alternative Route:

1. Certification can be provided by various types of qualified partnerships with universities—involving districts, community colleges, Teach for America, and state programs.
2. New Jersey accepts candidates based on rigorous selection criteria such as GPA, prior coursework, subject-matter expertise, and assessment results.
3. New Jersey offers supervised school-based experiences and ongoing support for alternative-route candidates.
4. New Jersey offers options through which candidates can provide evidence of alternative experience or study, to limit the coursework they are required to complete.
5. Upon completion of the alternative route, New Jersey awards to candidates the same level of certification that traditional prep programs award.

Legal Provisions

A single regulatory framework applies to all alternative-route providers. These regulations are found at *N.J.A.C. 6A:9-8* and *6A:9-11*; specific requirements for eligibility are found in Appendix I (D)(1). All programs are required to align with the New Jersey Professional Standards for Teachers (*N.J.A.C. 6A:9-3.3*). An initial CE is given to those aspiring teachers who enter through the alternative route. In contrast, teachers who enter through “traditional” approved higher-education programs receive a certificate of eligibility with advanced standing (CEAS). (See Appendix I (D)(1) for a summary of alternative-route requirements and providers.)

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(i)(ii) ALTERNATIVE ROUTES TO CERTIFICATION: SCHOOL LEADERS⁶

Since 2003, in addition to its non-traditional pathways for teacher education, New Jersey has offered a non-traditional preparation pathway for aspiring school administrators, principals, supervisors, and (since 2008) directors of school counseling services. The New Jersey Expedited Certification for Educational Leadership (NJ EXCEL) program, provided by the New Jersey Principal and Supervisors Association (NJPSA), Foundation for Educational Administration was cited as an exemplar program by the U.S. Department of Education in *Innovative Pathways to School Leadership* (ED, December 2004). The program was created to respond to statewide survey results indicating a shortage of highly-qualified principal applicants in the state, particularly in districts with many low-performing schools; and to address the need for more diversity in the candidate pool.

NJ EXCEL’s program design, curriculum, and standards are aligned with the New Jersey Standards for School Leaders and the national ISLLC standards. The program addresses the following four leadership areas: Visionary Leadership, Community Leadership, Instructional Leadership, and Strategic Management. The program emphasizes continual professional growth and has a strong technology component infused throughout the curriculum, as well as offering job-embedded and internship experiences. The program stresses action research, data-driven decision-making, and technology-driven research applications.

A formal application-and-selection process ensures that all candidates meet rigorous established criteria. Participants are required to hold, at minimum, a Master’s degree before entering the program. Between 10% and 15% of principal candidates receive CEs

⁶ “School leader” here refers to a head of school, principal and/or supervisor.

through the EXCEL program each year. In 2008, NJ EXCEL was awarded candidate status for national accreditation by the National Council for Accreditation of Teacher Education. For the past three years, the NJDOE has issued just under 1,200 principal CEs a year -- with slightly more than 1,000 per year going to people who trained through the traditional higher-education programs. In 2008-2009, the NJDOE issued 372 standard principal certificates.

Legal Provisions

In May 2002, the New Jersey State Board of Education approved revisions to its regulations to authorize expedited certification pathways, and approved programs leading to school-leader certification from providers other than institutions of higher education (see *N.J.A.C.* 6A:9-12 for regulations governing the certification of administrators, and *N.J.A.C.* 6A:9-13.7 for regulations governing the certification of directors of school-counseling services). The NJ EXCEL program design is aligned with the New Jersey Professional Standards for School Leaders (*N.J.A.C.* 6A:9-3.4), and the national Technology Standards for School Administrators.

(iii) MONITORING, EVALUATING, AND IDENTIFYING AREAS OF TEACHER AND PRINCIPAL SHORTAGES

New Jersey has a close connection with its LEAs and professional associations and thus, it annually monitors certified staff to determine shortage areas, predict the number of vacancies by subject area, analyze the number of alternative-route-certified teachers within shortage areas, and identify areas where there is an excess of qualified teachers. Annually, LEAs report on positions remaining vacant within two months into the school year. In 2009-10, the LEAs reported on the percentage of positions that remained vacant

two months into the school year. Science and mathematics teaching positions in grades 5-8 and high school represented a significant proportion of the vacancies across the state.

The NJDOE uses this data and multiple other sources to determine teacher- and school-leader shortage areas. An example of a monitoring and documentation report that was submitted to the federal government is available in Appendix II(D)(I) for review. These factors contribute to a comprehensive and need-specific review that addresses high-poverty/high-need classrooms. The data that are being collected, and that are informing this work, will become more accessible and actionable over time.

New Jersey also analyzes policy changes that would increase the needs for teachers, such as the NJDOE's expansion of preschools; its additional emphasis on, and offerings in, world languages; and its math, science, and technology initiatives. In 2000, recognizing that as many as one-third of New Jersey's teachers may retire in the next ten years, the NJDOE established a Teacher Recruitment Initiative, to improve both the quantity and the quality of the state's teaching force. The scope of the programs that have been established is broad: The programs include partnerships with institutions of higher education, both in-state and out-of-state, to enhance traditional placement-office programs; collaborations with other key higher-education administration and faculty; an active Troops to Teachers program; and an emphasis on promoting careers in teaching to middle- and high-school students. Over 200 teachers have been certified through programs falling within these categories. Several of these programs are described in greater detail later, in Section (D)(3).

In teacher-shortage areas, especially, New Jersey continues to work to improve the quality of the pathways through which teachers can become certified. Alternative-route programs are a key pipeline for high-need LEAs, and alternative-route options have been expanded since 2004, with the introduction of targeted alternative-route programs in high-needs subject areas such as Special Education, English as a Second Language, Bilingual Education, World Languages, and most recently, in 2008, career and technical education. In addition, alternative-route pilot programs to increase the number of science

and mathematics teachers are currently being implemented under N.J.A.C. 6A:9-18. (See Appendix II(D)(3) for more information about new pilot programs in math and science.)



REQUIRED EVIDENCE

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals, is summarized above in this section, and is described in greater detail in Appendix I (D)(1).

REFORM PLAN CRITERIA

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

(i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)

(ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)

(iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and

(iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)

- (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
- (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
- (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
- (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

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IMPROVING TEACHER AND PRINCIPAL EFFECTIVENESS BASED ON PERFORMANCE

- New Jersey will collaborate with LEA leaders, institutions of higher education, research organizations, teachers, school leaders, and national experts to develop, test, and implement an evaluation system for teachers and principals that is based 50% on multiple measures of student progress and 50% on measures of effective practice.
- New Jersey will rigorously develop, thoroughly field test and pilot, and continually improve measures of student academic progress and effective practice.
- New Jersey is taking controversial and bold steps to change the status quo and make evaluations a consideration for tenure decisions, bonuses for individual teachers, and the criteria for Reductions in Force.
- New Jersey will ensure that, by 2015, that all students are taught by effective teachers.

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EVALUATION-SYSTEM OVERVIEW

New Jersey believes, and the research demonstrates, that great teachers and leaders are the lifeblood of our educational system. Every child has the right to be taught by an effective teacher, and our highest-need children have a special claim on quality instruction. Our present state policy framework expresses this belief: We have strong professional standards for our teachers and leaders, and our state regulations require that teacher evaluations must be based on “student progress” data. However, in practice, we have failed to live up to our ambitions. Evaluation models have been locally-developed and scattershot; no agreed-upon definition of “student progress” has existed. As a result, key decisions about professionals often ignore teacher evaluations and the question of whether a teacher’s students are learning. We will make profound changes in the way teachers are evaluated in New Jersey – as well as in the way teacher evaluations are used -- and we have a clear, effective strategy for doing so.

Our Governor, our Commissioner, our State Board, our legislative leadership all believe that, in order to improve the teaching profession, we must begin by drastically improving teacher evaluations. With fair and transparent evaluations in place, principals,

superintendents, and policy makers will be in a position to make well-informed decisions that are grounded in evidence. In doing so, we will dramatically improve the quality of our teacher and leadership corps – and the educational achievement of our students.

Our reform strategy in this area will follow a three-step process: First, we will measure student academic progress. Second, we will create the nation’s finest teacher-evaluation system: a system that is based directly on measures of student academic progress, and on measures of practices that correlate with student academic progress. Third, we will use these evaluations to drive the most important personnel decisions. We believe deeply that this will continually improve the effectiveness of New Jersey’s teachers and make it possible for all of our children to be taught by high-quality educators.

This work takes place in three important contexts. To drive the work and maintain the broad-based educator buy-in we have achieved, we will have stakeholders working across all three contexts:

- **Regulatory and Legislative:** After we explore and determine acceptable evaluation system models, we will need regulatory changes to scale them statewide; some changes, moreover, may require legislation to implement the evaluation system statewide. Fortunately, New Jersey received unanimous bipartisan legislative support for its reform plan on May 20, 2010, with a vote of 78-to-0 in the Assembly and 39-to-0 in the New Jersey Senate.
- **Stakeholder Groups:** If we want the evaluation system to be robust, trusted, and sustainable, we must bring together and make full use of our stakeholders, including professional organizations, principals, superintendents, and teachers. We will ask each of these groups to participate in our state Educational Effectiveness Evaluation Committee (EEEC) to define and design an evaluation and incentive system to be used across the state.
- **Local District Conditions:** New Jersey’s 656 school districts exemplify significant diversity. Some elements of a high-quality evaluation system will apply to all participating LEAs, regardless of their individual demography or geography. For example, various metrics for student learning growth will be

statewide and non-negotiable. However, we understand that allowing a degree of district autonomy makes sense. Thus, local school districts will be permitted to propose to the state various additional components of the evaluation model, such as measures of effective practice and the evaluation methodology suitable for non-state tested subjects and grades. The need for state approval will allow for some district autonomy without compromising the statewide comparability of effectiveness measures.

In 2011-12, the evaluation system will be piloted in a sample set of participating LEAs representing the diversity of our state. By the 2012-13 school year, RTTT participating LEAs will adopt the evaluation framework and will serve as leaders for the state-wide implementation of the redesigned evaluation system.

New Jersey is committed to taking significant action to recruit, develop, support, and retain effective teachers in every one of our classrooms. By 2015, we want all of our children, especially our highest-need children, taught by either effective or highly-effective teachers.



(i) ESTABLISHING CLEAR MEASURES FOR STUDENT GROWTH

Since 1978, New Jersey has required measures of pupil progress to be a part of every teacher and school leader's evaluation¹. However, in the absence of a statewide measure of pupil progress, existing indicators have ranged widely across the state. Past approaches vary from simple measures of student attendance, to measures that examine student grades, to local assessments. In practice, these indicators fail to distinguish great teachers from good teachers, good from fair, and fair from poor.

With the implementation of the New Jersey growth model in the 2009-10 school year, we now have accurate, fair, and consistent measures for the impact a teacher has on individual student learning. New Jersey is committed to two measures of academic

¹ NJAC 6A:32-4.4

growth in our evaluation system: absolute growth, and relative growth. An absolute measure requiring at least one year of academic growth for one year of instruction mirrors our teachers' and school leaders' commitment to maintaining or improving the academic progress of all students. A relative-growth measure will allow us to see when a student's academic progress is "beating the odds." We are keenly interested in beating the odds with respect to the performance of our lowest-achieving students. In New Jersey, we have a significant population that is persistently low-performing. A significant number of these students are in poverty or represent minority populations. New Jersey's education stakeholders are committed to the principle that poverty is not destiny. Closely measuring the absolute and relative progress of our students will give us the information we need to hold ourselves accountable for improving the quality of public education for all of the students who attend our schools. This is absolutely essential to ensuring that our system beats the odds by raising the absolute and the relative achievement of even our lowest-performing students in comparison with their peers.

NJDOE will include the following set of student-growth metrics as student progress indicators in each participating LEA's evaluation system by 2012-13.

Growth Measures

New Jersey's Absolute-Student-Progress Measure

Part of the evaluation measure will include evidence of absolute student progress. Progress will be measured, first, on summative assessments and, second, on both summative and "within school year" or "through-course" assessments (see B(3)). For the 2010-11 and 2011-12 school years, New Jersey will calculate absolute year-to-year student progress from the annual summative assessment, NJ ASK, in literacy and mathematics. Building on the work of the assessment consortium outlined in B(3), New Jersey will develop a set of within-year, through-course assessment measures. These measures will be administered every quarter, throughout the year, in literacy and mathematics. "Growth" on these within-year, through-course measures will be defined

as “progress.” Multiple measures of pupil progress, including but not limited to state standardized tests, must be part of any assessment system.

New Jersey’s Relative-Student-Growth Measure

New Jersey has the necessary data to measure year-to-year individual student growth from grades 3-8, and will deliver student-level growth reports in Fall 2010. One particular advantage of this growth model is that it provides results that are easy for educators to interpret, and that can be aggregated meaningfully by student subgroups, schools, and LEAs. This growth-model data will also be tied directly to individual teachers.

The growth model compares data on multiple cohorts of students, and compares each student’s performance with that of the other students throughout the state who are in the same grade and who had a similar sequence of test scores in previous years.² Through an approach developed by Damian Betebenner at the Center for Assessment, a statistical-analysis procedure known as “quantile regression” is used to calculate percentile-growth scores³ for each student. For example, a student whose performance grew more than the performance of 60% of his/her academic peers would have a growth percentile of 60. With this model, New Jersey has the capacity to understand how each teacher is performing compared to his/her peers, in a manner that makes adjustments for the previous performance of that particular teacher’s students. The growth model will also be based on multiple measures, including but not limited to state standardized tests.

New Jersey’s Plan to Address Growth-Measurement Challenges

Measures Regarding Non-Tested Grades and Subjects

² Braun, Henry, Naomi Chudowsky, and Judith Koenig, Editors; *Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation, and Accountability*; National Research Council

³ Betebenner, Damian (2008). *Norm- and Criterion-Referenced Student Growth*. National Center for the Improvement of Educational Assessment.

For non-tested grades and subjects (such as art and technology), the NJDOE will build upon the work that is described in Section B (3) to provide grants to a consortium of LEAs that are partnering with assessment experts to design objective, validated, and comparable measures of student learning in currently non-tested grades and subjects. The Educational Effectiveness Evaluation Committee will be closely engaged with the design and implementation of these assessments. We believe that the assessment of performance on currently non-tested subjects is among the most important parts of this initiative: it will help broaden our current, too-narrow focus beyond reading and math, and it will enable schools, districts, and the state to integrate a far larger number of teachers into the new system of evaluation, which will better inform professional-development and compensation decisions.

This wider set of instructional and assessment tools will allow for a richer set of metrics to be incorporated into the evaluation system for school leaders and teachers. These assessments will align with the core principles of our assessment consortium, because we will mirror the design of through-course assessments to include sophisticated measures of higher-order thinking skills and the application of knowledge in real-world situations (see B(3)). The assessment-development competition will be announced in November 2010; grants will be awarded in January 2011; assessments will be piloted in 2011-12, and this assessment system will be fully operational by 2012-13.

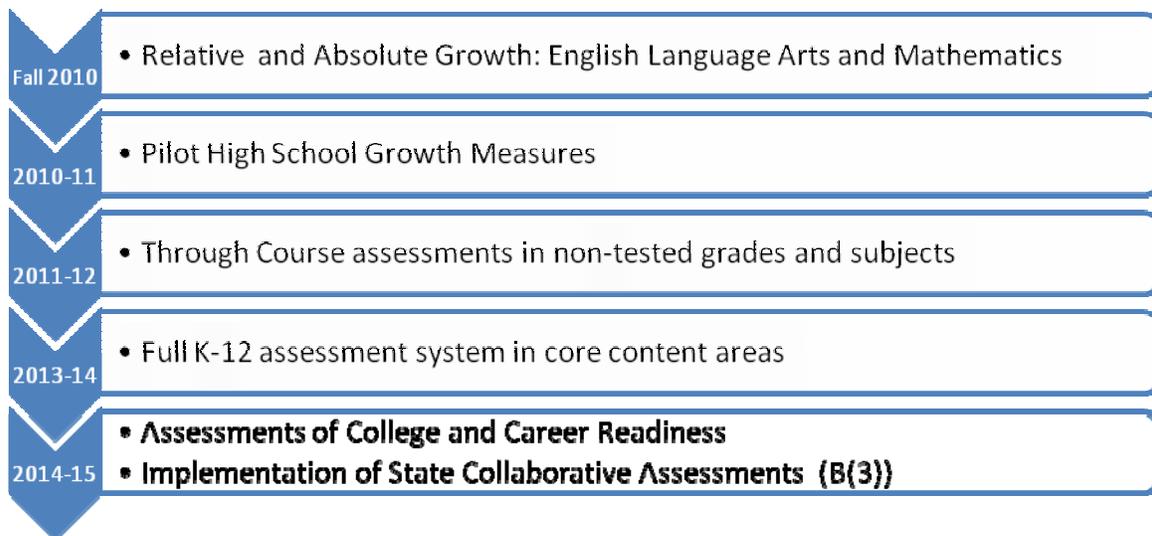
High-School-Growth Measures

New Jersey, along with many other states, currently lacks a measure for student growth at the high-school level. Through the assessment consortium, we will work with other states to learn from past and current approaches and to develop measures of student growth for the diversity of courses offered in high schools. Until such assessments can be developed, New Jersey has identified several possible and will pilot these solutions in the 2010-11 and 2011-12 school years with at least 15 LEAs, confer with its assessment Technical Advisory Committee, and select the best available option by 2012-13.

Measuring Progress towards College- and Career- Readiness

NJDOE and New Jersey’s institutions of higher education are committed to measuring our effectiveness in graduating students who are ready for college and work. New Jersey has already begun to engage institutions of higher education in aligning high-school-exit criteria with college-entry requirements.⁴ New Jersey will establish a framework for the measurement of college and career readiness by the 2014-15 school year, and will present these plans to the EEEEC, for their review and consideration for inclusion in the evaluation of teachers and school leaders, as part of the 3-5 year cycle for review of the evaluation system.

Development Timeline for Multiple Measures of Pupil Progress



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(ii) A CONSISTENT, TRANSPARENT EVALUATION SYSTEM FOR SCHOOL LEADERS AND TEACHERS

New Jersey will develop a state-level teacher- and school-leader evaluation framework with multiple measures that support standards for professional practice, high-quality assessment practice, and systems of support.

⁴ *New Jersey will define college-readiness as being able to enter a community college with a college schedule and without the need for remedial courses.*

Supporting Legislation and Regulations

Our Governor, legislators, State Board, and education stakeholders are committed to transforming the evaluation system in New Jersey. We recognize that legislative and regulatory changes will be required to bring our evaluation system that is designed, tested, and evaluated under Race to the Top to all LEAs in the state. Therefore, we have obtained strong commitments from the State Board and from legislators that they will support these changes and the evaluation-design process (see Appendix II). Policymakers in New Jersey are committed to the principle that student learning will represent at least 50% of the evaluation. The remaining 50% will be based on core effective practices that are correlated with increases in student learning.

The existing statute and regulations will not act as barriers to participating LEAs as they work with the state on the design and implementation of the evaluation system. New Jersey has already established basic requirements for the evaluation of school leaders and teachers (referred to in the regulation as "teaching staff members") in N.J.A.C. 6A:32-4.4 and -4.5. The regulations lay out the timing of three observations per year for non-tenured teachers, and at least one for tenured teachers, and they require annual summative evaluations of both tenured and non-tenured teachers and school leaders.

New Jersey's existing regulations for both tenured and non-tenured school leaders and teachers include the academic progress of students as a component of the evaluation system. New Jersey aims to further define these student-learning measures to align them with the growth measures outlined above, and with recommendations from our stakeholder advisory committee.

For tenured school leaders and teachers, the regulations require that the evaluation be accompanied by an annual summary conference between a supervisor and a tenured teaching staff member and must include: (1) a review of the performance of the educator, based upon the job description, which reflects instructional priorities; (2) a review of the educator's progress towards the objectives of his or her individual professional-

development plan, as determined at the previous annual conference; and (3) a review of available indicators of student progress and growth towards program objectives⁵.

For non-tenured school leaders and teachers, the current regulations call for at least three observations, and must include an annual written evaluation of the staff member’s total performance including: (1) performance areas of strength; (2) performance areas needing improvement; (3) an individual professional-development plan developed by the supervisor and the staff member; (4) a summary of indicators of student progress and growth; and (5) a statement of how these indicators relate to the effectiveness of the overall program and to the performance of the individual teacher or school leader⁶.

Collaborative Evaluation-System Design

New Jersey has established a foundation for measuring the effectiveness of teachers and school leaders. The use of student progress indicators, regular classroom observations, and individualized professional-development plans demonstrates our educational system’s intent to use student and teacher data to improve teaching and learning. However, we can and will improve our evaluation system in important ways. In particular, New Jersey will increase the scope and precision of our pupil progress indicators so that such indicators count for 50% of teacher and school-leader evaluations in participating LEAs.

COLLABORATIVE DESIGN

New Jersey educators are committed to change.

- Support from Legislators and Governor
- Support from Institutions of Higher Education
- Nearly 60% of LEAs willing to make this work

The transformation of New Jersey’s teacher and school-leader evaluations will require the application of the broadest possible range of expertise. Rather than wait for the Race to the Top award announcement, by July 2010, NJDOE will work with the Governor’s Office to establish the Educational Effectiveness

⁵ *School leaders and teachers, NJAC 6A:32-4.4.*

⁶ *School leaders and teachers, NJAC 6A:32-4.5.*

Evaluation Committee (EEEC) by executive order. In order to select the EEECs members, the Commissioner of Education will call for public nominations of education scholars; practicing teachers; practicing school leaders; and representatives of education-stakeholder organizations including teacher and school leader associations, state legislators, curriculum specialist, charter schools, urban superintendents, other stakeholder groups outside of the education establishment, and parent groups. From these nominations, the Commissioner will appoint members to the committee. At least one representative will be appointed from each of the following five organizations: New Jersey School Boards Association, the Garden State Coalition of Schools, the New Jersey Association of School Administrators, the New Jersey Principals and Supervisors Association, the New Jersey Education Association, and the American Federation of Teachers. New Jersey will also engage a partner organization, such as the New Teacher Center or the New Teacher Project, to build on their lessons learned from designing and implementing new evaluation systems.

The purpose of the EEECs is to help New Jersey devise the best possible evaluation system that meets these goals while also addressing the concerns and interests of educators. Working under the aegis of, and with staff support from, the New Jersey Commissioner of Education, the EEECs will solicit ideas and feedback from interested individuals and organizations about how the effectiveness of teachers and school leaders might best be evaluated. The EEECs will be tasked with returning recommendations by January 2011 regarding: (1) the weighting of the multiple measures of student learning that will represent at least 50% of the teacher/school leader evaluation; (2) other effective practices that should comprise the remaining basis for evaluations; and (3) how the measures of effective practices should be weighted. The EEECs will present a draft for comment by August 2010, convene a series of public hearings to solicit expert advice, and deliver final recommendations to the Commissioner of Education by January 2011. Within 15 days, the Commissioner will present formal DOE recommendations, fully informed by the EEECs' recommendations, to the State Board of Education for adoption as code.

Pursuant to those regulations, the Commissioner, with guidance from the EEEEC, will then select no less than five urban and five suburban LEAs that represent at least 20% of the student population to pilot the evaluation system in the 2011-12 school year in at least English language arts and mathematics. We are choosing to pilot this new system, rather than immediately launching it statewide, because we seek to identify and address early challenges during this 1-year refinement period. New Jersey is fully committed to bringing the evaluation system to scale as swiftly as possible. This pilot will inform the training for teachers and school leaders, improve the peer-review process for local measures of effectiveness, and allow New Jersey to test implementation mechanics.

New Jersey will apply the designed evaluation system to all teachers and school leaders in the state no later than the 2012-13 school year.

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EVALUATION-SYSTEM MEASURES

Research has consistently shown that the single most important factor in a student’s educational attainment is the quality of his or her teachers and school leaders.⁷ New Jersey’s re-designed evaluation system will include a balanced measurement of student learning and qualitative measures of effective practices. At least 50% of the evaluation of teachers and school leaders will be based on multiple measures of student learning, and the remaining 50% will be based on measures of effective practices. Participating LEAs will implement this evaluation system no later than the 2012-13 school year.

NEW JERSEY EVALUATION SYSTEM

- 50% based on student learning
- 50% based on local measures of effective practice correlated with high student achievement

Evaluation results will be used to assign each teacher and school leader to one of four categories (ineffective, approaching effective, effective, or highly effective) based on a range of performance criteria. A highly-effective rating will be awarded to the teachers

⁷Waters, Tim, Robert Marzano, and Brian McNulty (2003). *Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership of Student Achievement*. Aurora, Colo. Mid-Continent Research for Education and Learning. Rivkin, Steven, Eric Hanushek, and John Kain (2005). *Teachers, schools, and academic achievement*. *Econometrica*, 73(2):417-458.

with the highest qualitative ratings regarding their classroom practice and the demonstration of exceptional academic growth among their students. A highly effective rating will be awarded to school leaders supporting exceptional academic student progress, demonstrating successful leadership practices, and creating a high-quality professional-learning environment in which all school personnel can improve their craft.

Multiple Measures of Student Learning

For the 50% of the evaluation that is based on multiple measures of student progress including but not limited to state standardized tests, teachers, school leaders, and districts will be able to recommend assessments to the state that they believe accurately measure student learning. New Jersey’s plan includes multi-dimensional information on student progress based on measuring the absolute learning gains of all students within one instructional year, and on measuring the relative growth of our state’s students. The use of student-growth measures -- as opposed to one-year proficiency rates -- is an important decision that allows schools to be recognized for raising the achievement both of already high-performing students and of significantly under-performing students over the course of a school year. The use of within-year assessments that assess higher-order thinking skills also ensures that multiple-choice exams do not serve as the sole measure of a student’s success. The EEEEC will recommend to the Commissioner the appropriate statewide proportional weighting of these multiple measures of student learning for school-leader and teacher evaluations.

Measures of Effective Practice

The remaining 50% of the evaluation will include state and comparable local measures of core effective practices. Participating LEAs will either (1) select EEEEC-recommended observation protocols, performance rubrics, 360-degree feedback, and/or collections of teacher artifacts (lesson plans, portfolios) that measure core effective practices that are highly correlated to student learning; or (2) design or adapt their own measures of

effective practices. To maintain the integrity of the evaluation systems, the EEEEC will recommend to the Commissioner a set of criteria by which locally-designed effective-practice measures will be reviewed by a group of peers and experts including teachers, principals, superintendents, and researchers to ensure system-wide comparability. Peer-review panels will be organized by the Professional Teaching Standard Board and Professional Development Advisory Board, with logistics handled by the DOE's county offices. These boards will recommend locally-designed effective-practice measures to the Commissioner of Education, and the Commissioner will make a recommendation to the State Board of Education about which such locally-designed effective-practice measures should receive State Board approval.

Teacher Effective-Practice Measures

Evidence-Based Measures of Classroom Instruction

High-quality classroom instruction is the key component of both effective teaching and successful schools. The EEEEC will develop a list of criteria for a participating LEA's selection or development of qualitative, rubric-based evaluation tools that are discipline-specific, that are aligned to New Jersey Professional Standards, that require the collection of evidence and/or observations of classroom practice, that encourage the use of multiple observers, and that offer multiple ratings (e.g., not merely pass/fail). NJDOE will support and facilitate the use of these measures through its instructional-improvement system (see C(3)). In creating these criteria, the EEEEC will review national efforts to research and design observation tools that correlate with effective teaching. To support this effort, New Jersey is closely monitoring the Bill & Melinda Gates Foundation's Measures of Effective Teaching research effort, and will incorporate the measures that are deemed valid by this unprecedented body of research into its recommendations.

Continuing to Build Teacher Effectiveness

Effectiveness data will be the guidepost for developing teachers' professional development plans. The EEEEC will thoroughly review measures of the fidelity by which teachers engage in the high-quality professional development that is required as part of individualized professional-development plans, and the extent to which teachers adapt

classroom practice in response to feedback from both formal and informal observation. Specific evidence may include the professional-development modules in which the teacher participated, coupled with demonstrated evidence of learning. The Commissioner, in turn, will make recommendations this regard to the State Board of Education for adoption as regulatory code.

Professional Responsibility

Teaching is a collaborative profession. The most successful teachers work closely with administrators, colleagues, parents, students, and the community to ensure that their students have the tools they need to be successful. A recent study suggests that teachers believe that collaboration among colleagues is critical to improving student achievement, and that teachers learn from other teachers who are effective.⁸ The EEEEC will be directed to explore qualitative measures of collaboration with respect to the professional responsibilities of teachers within the New Jersey evaluation system and make recommendations to the Commissioner of Education, who will present a formal DOE recommendation to the State Board of Education.

School Leader Effective Practice Measures

Instructional Leadership

Our plan aims to ensure that school leaders give better formative and formal feedback to teachers, regarding both teaching and learning. The provision of such feedback is crucial for the improvement of instructional practice. Specific evidence of the quality of these interactions – including both evidence of the fidelity of implementation of the observation protocols, and evidence of the quality of the feedback provided – will be a component of a school leader’s evaluation. New Jersey will support extensive professional development for school leaders in participating LEAs regarding the use of classroom observations and other methods of obtaining evidence of effective classroom practice and linking feedback to the evidence collected.

⁸ MetLife (2010). The MetLife Survey of the American Teacher, Collaborating for Student Success, Part 1: Effective Teaching and Leadership. New York: Metropolitan Life Insurance Company.

Developing Professional-Learning Environments

The EEEEC will work closely in conjunction with NJDOE on the selection or design of surveys of the professional-learning environment or of working conditions within a school. New Jersey has two existing, successful, and already-implemented models, which will be carefully evaluated, along with instruments that have been successfully implemented statewide in other states, including North Carolina’s Working Conditions Survey (see D(3)). Improved professional environments are critical to our goal of both recruiting and retaining highly-effective teachers. Setting the conditions by which teachers can work both efficiently and effectively to improve student outcomes is a core responsibility of a school leader.

School Leadership and Management

For school leaders, the state-level evaluation system will take into account the management and operational aspects of school leadership, with an evaluation protocol based on the New Jersey Professional Standards for School Leaders. School leaders will be evaluated by LEA leadership on the effective implementation of a systemic approach to organizational management.

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Professional Development on Evaluation Frameworks
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Unless all educators have a clear understanding of the selected multiple measures of student learning and effective instructional methods, the evaluator’s capacity to distinguish between effective and ineffective educators will be limited. Thus, to implement the School Leader and Teacher Evaluation Frameworks, NJDOE will design and deploy training through county offices, based upon the evaluation data collected from the LEAs. NJDOE, working with the EEEEC, will design training programs in the early Spring 2011, pilot training through county offices in the evaluation pilot LEAs in the 2011-12 school year, and fully implement the training through all county offices in 2012-13. Participating LEAs will be expected to commit principal and coach time to training on the implementation of the revised state-level evaluation system, as well as on

classroom observation protocols. NJDOE will also partner with educator-preparing institutions of higher education and alternative-certification programs to educate incoming principals and teachers about the multiple measures that are involved with the state-level evaluation system, and about the resources that are being created to support teaching and learning in the classroom.

NJDOE will deliver in-person training sessions in conjunction with each of the county offices, starting in April 2011. NJDOE will also work closely with professional associations to develop virtual interactive training, which will be delivered through the IIS system and available for use in LEAs or by teachers or school leaders throughout the year.

Continuously Improving the Evaluation Frameworks

Because this system will represent a new approach to measuring effectiveness in New Jersey, our intention is to move deliberately, over the next year, to ensure that the design is well-informed. To ensure that this work is of the highest caliber, the NJDOE has engaged a qualified research partner to evaluate the fairness, reliability, and validity of our measures of effective teaching, and is creating a new in-house Office of Education Research (see organization chart in Appendix II) that, post-evaluation system implementation, will examine the correlation between the evaluation of teachers in regard to an adopted effective practice measure and student learning progress. This will give us two independent analyses of how well our evaluation system is working. The EEEEC and NJDOE, working closely with our research partner and in-house research office, will review the validity of our growth measures, assess the impact of our bonus systems on student achievement, capitalize on proven tools used in other states, disseminate information about promising practices, and make recommendations to the Commissioner of Education about code changes that may be warranted. The Commissioner, in turn, will make appropriate recommendations to the State Board of Education.

CONTINUOUS IMPROVEMENT

- Learning from research and experience
- Data-informed continuous improvement

NJDOE will design a 360-degree survey of the evaluation system, in order to collect information from the pilot LEAs in the 2011-12 school year regarding how the evaluation system is changing classroom practice and student performance. Then, starting with the 2012-13 school year, NJDOE will collect information annually from a random sample of LEAs. Finally, the EEEEC will reconvene on a monthly basis in the first year; every 4-6 months in the second year; and on an annual basis at a minimum in the years that follow to review effectiveness data and to assess the implementation of the evaluation system. We are committed to both having the nation's highest-quality evaluation system and ensuring that the system is used to drive continuous improvements in the teaching profession.

We acknowledge that measuring teacher-effectiveness is a challenging endeavor, especially for specialty-area educators such as special-education teachers and English-language-learners (ELL) specialists. New Jersey stands ready to meet these challenges. Our system of validated direct measures of student progress, coupled with customized local measures of effective practice, will allow for innovation around complex problems without compromising validity. Our research partner and in-house research office will ensure that approved practice measures correlate with student progress, and will be actively involved as New Jersey encounters implementation challenges. Through these concerted efforts, New Jersey will build on the significant body of empirical evidence that identifies instructional practices that are linked to improved academic achievement for diverse learners.

After the evaluation system has been in place statewide for three years, the EEEEC will make recommendations to reaffirm or amend, as necessary, the evaluation system using the same public process that was employed for the initial design of the system. Careful attention will be given to data from the evaluation system and current research on measuring teacher and school-leader effectiveness. As New Jersey adopts new assessments in reading and mathematics in 2014-15, developed in collaboration with the state assessment consortium (see (B(3))), the EEEEC will convene to ensure a seamless transition and address any impact on the evaluation system metrics.



(iii) ANNUAL EVALUATIONS

New Jersey’s statute and regulations require every tenured and non-tenured teacher and school leader to be evaluated every year. The evaluation of all school personnel, except the Superintendent, is controlled by regulation, and those provisions include the incorporation of student-performance data as a factor in personnel assessment (N.J.A.C. 6A:32-4.4, -4.5). The New Jersey Administrative Code requires an annual summative evaluation, based on a specific schedule for formal classroom observations over the instructional year. Provisionally-certified and untenured teachers are observed at least three times per year, while tenured teachers have at least one observation per year. In addition to these formal observations, participating LEA will use formative observation so that teachers can adapt their practices, receive additional professional support, and improve their practices throughout the school year. School leaders and supervisors will provide timely and constructive feedback to teachers, along with recommendations for strategies to improve instructional practice that will be integrated into each teacher’s professional-development plan. Administrative coaches and LEA leadership teams will provide school leaders with the same tool-set to improve leadership and instructional practices within their schools. These formative measures will be accessible to teachers and school leaders through the Instructional Improvement System (IIS), along with data on student growth, and formative and interim assessments by classroom and school, by the 2011-12 school year.

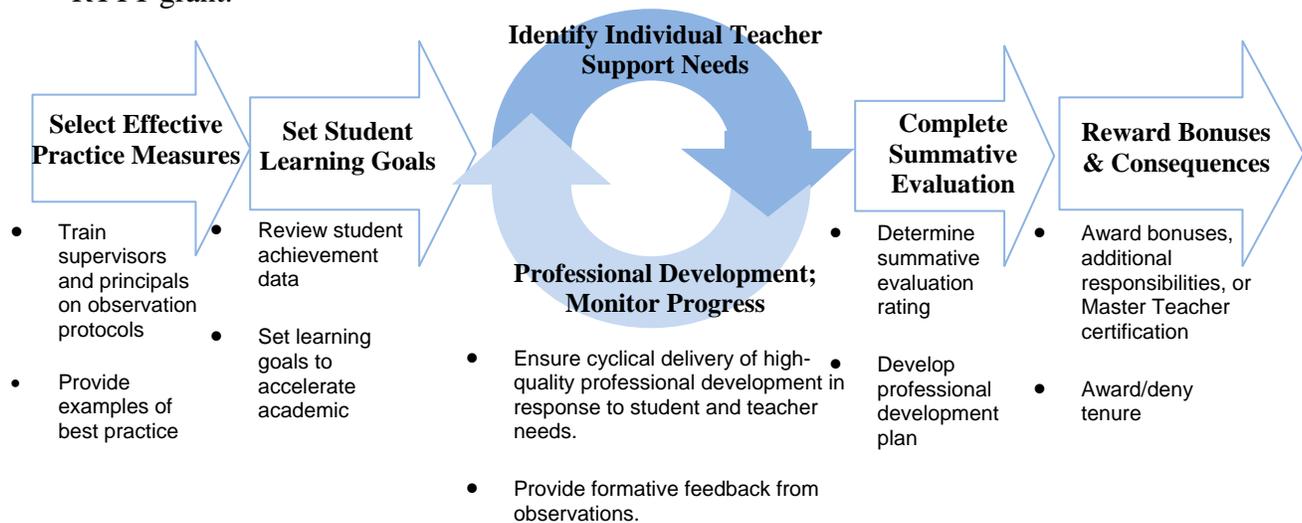
The NJDOE will be responsible for monitoring the evaluation process from the state level and, working through its county offices, will ensure that participating LEAs implement the evaluations with fidelity. The NJDOE will be reviewing the LEAs’ work with school leaders, both to see how it is conducting school leader evaluations and to study how teacher evaluations are being conducted. Further, the Division of Professional Excellence will be responsible for designing and implementing public reports of effectiveness data for every Participating LEA with input from the EEEEC. The fidelity of

an LEA’s implementation of the new evaluation process will be a significant element in the state protocols developed for the evaluation of district superintendents.

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(iv) MAKING INFORMED DECISIONS WITH EVALUATION DATA

Implementing an evaluation system is the crucial first step to improving teaching and learning in our schools. But it is only the first step. Evaluations must be meaningful, and we must act on the evidence and data to help teachers improve their craft and to inform personnel decisions. Participating LEAs will use effectiveness data to inform and trigger a range of human-capital decisions. New Jersey is taking controversial and bold steps to change the status quo and make evaluations a consideration for tenure decisions, bonuses for individual teachers, and the criteria for Reductions in Force. As noted in our Memorandum Of Understanding (MOU), participating LEAs will negotiate the agreements that are necessary for the full implementation of the New Jersey Teachers and Leaders plan. LEAs that signed the MOU understand that the failure to use evaluation data to inform professional development, compensation, acquisition of tenure, and to determine whether to initiate action to remove a tenured employee for inefficiency pursuant to N.J.S.A 18A:6-11 will result in the termination of the participating LEA’s RTTT grant.



These significant reforms will be coupled with evidence-based and data-informed professional development to support all teachers and leaders in the continuous improvement of their teaching and leadership.

(a) Professional Development

For teachers, the Professional Development Plan (PDP) must be developed in collaboration with the supervisor, and the goals of the PDP must be aligned with the learning needs of the teacher in relation to his/her students' needs, the professional-development standards, the teaching standards, and the LEA's and school's goals.

Our evaluations of teacher and school-leader effectiveness will drive professional development for teachers and school leaders in ways that will strongly encourage them to improve their practice. New Jersey will provide a continuous system of support for teachers and school leaders throughout their careers, starting from teacher preparation, and continuing through all levels of certification. In New Jersey, under current regulations, the state professional-development requirement for teachers and school leaders is tied to the evaluation process. Each tenured and non-tenured teacher and school leader is required to develop a professional-development plan that supports professional growth, addresses areas that are in need of improvement, and is focused on improving student learning.

LINKING PROFESSIONAL DEVELOPMENT TO EVALUATIONS

- Proven peer-to-peer support for teachers and school leaders
- PDP plans designed to meet specific needs based on evaluation data
- Intensive support for teachers and leaders not yet rates as effective

New Jersey is a national leader in the delivery of high-quality, data-based professional development. We have already learned the lesson that the old paradigms of one-shot workshops and in-service training will not achieve the teaching and learning improvements that New Jersey seeks. Rather, New Jersey will build on its successful

system of LEA- and school-based professional learning communities (PLCs). Our policymakers, school leaders and teachers have embraced these more productive professional-learning strategies and practices, which have a track record of success in improving instruction and student results. NJDOE will support the thoughtful planning, support, monitoring, and evaluation of school-based collaborative-learning opportunities based on evaluation information. Both LEA and school professional-development plans will focus on:

- the use of student achievement and school-based data to inform professional development and identify student needs;
- a needs assessment that supports the connection of student-learning goals and professional-learning goals;
- the development of collaborative and individual professional-learning processes and structures for adult learning that are focused on curriculum, instruction, assessment and the social-emotional learning of students;
- planning to set aside the resources and time to support the learning needs of the adults; and
- a comprehensive evaluation of the professional-development plans that assesses each plan's impact on student learning (as reflected in a change in leadership practices at all levels, a change in teacher and administrator conversations, a change in teacher practices as a result of learning, a change in student behaviors in the classroom and school, and a change in student achievement).

Teachers and school leaders who have not yet achieved an evaluation rating of “effective” or better will be assigned a highly-effective teacher or school leader to serve as a mentor by the LEA. These mentors will provide onsite formative feedback to teachers and school leaders, and will directly support improvements to pedagogical and content knowledge and school leadership. For example, the mentor will design high-quality lessons plans that include the pedagogical routines proven to increase student achievement, for delivery by their mentees, in order to ensure the mentees' delivery of high-quality instruction in the classroom. Highly-effective principals will work with their mentees to select evidence of classroom practice that will be used to provide formative

feedback to teachers. Peer-to-peer coaching is demonstrated to have the greatest impact among professional development methods. Thus, the design of the mentor-support system accomplishes two goals: (1) It immediately improves the quality of instruction or instructional leadership in the schools; and (2) It supports the educator in the development of his or her skills.

Participating LEAs will comprehensively review teachers' and school leaders' evaluation results, to target and customize professional services to areas of need. With this information, LEAs can streamline programs to offer face-to-face and online training through IIS that meets teacher and school-leader needs. Additionally, the county offices will be able to leverage economies of scale by encouraging LEAs with similar needs to collaborate in deploying professional services. NJDOE will provide the LEAs with access to, and training on, the professional-development plan-management software that will be delivered as part of the IIS.

(b) Compensation

Differentiated Professional Opportunities

Differentiated professional opportunities will be awarded to effective and highly-effective teachers, in order to provide such teachers with opportunities to build their professional skill-set and acquire additional compensation while still remaining instructional leaders in the classroom. Research clearly shows that teachers do not have adequate opportunities for advancement unless they leave the classroom.⁹ When teachers undertake additional responsibilities, commensurate compensation that has been negotiated by the participating LEA will be provided from state-level RTTT grant funds and re-directed RTTT LEA funds. The existing Professional Teaching Standards Board

⁹ Marvel, John, Deanna Lyter, Pia Peltola, Gregory Strizek, and Beth Morton (2006). *Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow-up Survey*. (NCES 2007-307). Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics

will design guidelines for participating LEAs to use in offering differentiated professional opportunities, based on the evaluation data, for such additional responsibilities as:

- Becoming an instructional coach to teachers or school leaders who are not yet rated as effective or higher;
- Leading a professional-learning community;
- Mentoring a new teacher;
- Training a student teacher;
- Scoring constructed-response items on locally-developed assessments;
- Conducting reviews of LEA or school curricula.

NJDOE will also support our Professional Teaching Standards Board’s close collaboration with national efforts to design standards for teacher leaders.

Master Teacher Endorsement

In collaboration with participating LEAs and the EEECC, NJDOE will work with the State Board to propose amendments to regulations that would allow for the establishment of a career ladder with “Master Teacher”

and “Master Principal” endorsements. Creating this ladder will both recognize and empower our state’s highly-effective teachers and school leaders who have demonstrated their mastery of academic content and their ability to deliver high-quality instruction. We intend to set a high bar for Master Teacher or Master Principals endorsement and anticipate that only a select few teachers and school leaders will receive a Master Teacher or School Leader endorsement.

Only teachers or school leaders who receive an evaluation of “highly effective” for at least three consecutive years will be eligible for Master Teacher or Master School Leader certification. Further, eligible candidates will submit evidence to demonstrate and/or foster pedagogical content knowledge, a history of fulfillment of professional responsibility requirements, demonstrated improvement of student outcomes and a

NEW JERSEY BONUS SYSTEM

- **Widespread experimentation:** Departures from the conventional pay system are the exception. They should be the norm.
 - **Intense focus on results:** Performance pay will have a common goal – increase student learning.
 - **Rigorous Evaluation:** Assess the impact on recruitment, retention, practices, and effectiveness.
 - **Merit Pay:** Will be used in all participating schools and LEAs
- Bryan Hassel (2002). *Better Pay for Better Teaching*. Progressive Policy Institute.

demonstrated capacity to deliver or foster exceptional classroom instruction as evidenced by videos, lesson portfolios, or observation. The Professional Teaching Standards Board will recommend the explicit criteria for the Master Teacher endorsement and the Professional Development Advisory Board will recommend the explicit criteria for Master Principal endorsement. NJDOE will work to promulgate regulations incorporating these criteria. The Board of Examiners will then apply the criteria to applicants for the Master Teacher or Principal. The first set of Master Teacher endorsements will be awarded three years after the implementation of the evaluation system.

Merit Pay Systems

New Jersey will design, evaluate, and implement merit pay programs that pay individual teachers based on student achievement. Every Participating LEA will implement these programs. All participating LEAs will use merit pay systems to create clear financial incentives for individual teachers and leaders to focus on our most challenging educational issues – closing significant achievement gaps between students in poverty and their peers, and making dramatic improvements across all students in a given school. It is our intention that this will expand to statewide practice.

Closing the Gap Bonus

The Closing the Gap bonus will reward individual teachers or teacher teams for exceptional student growth among our lowest-achieving students. NJDOE will use state-RTTT funds to provide merit pay to individual teachers and teacher teams on the basis of each low-achieving student (defined as at or below the fortieth percentile in achievement) demonstrating exceptional academic growth. New Jersey recognizes that awarding bonuses on the basis of each student that demonstrates exceptional growth will necessitate imposing a high bar for defining “exceptional growth,” in order to ensure that the level of growth required is significantly greater than that which may be attributed to measurement or random error. However, we are steadfast in our commitment that teachers and school leaders will meet these goals.

For each state-RTTT-funded award, at least half of the bonus must be allocated to the individual teacher or teacher team directly responsible for the student outcomes. The remaining award will be allocated to individual teachers, teacher teams or to the individual school in the discretion of the local school district, with the approval of the Commissioner of Education.

By January 2011, the EEEEC, in collaboration with our Technical Advisory Committee (see B(3)), will recommend to the State Board the amount of “exceptional student growth” that is necessary to receive a bonus and NJDOE will publish the amount of the bonus.

All Students Advancing Bonus

A second compensation program will recognize schools achieving a breadth of improved academic achievement through exceptional school-wide student growth. We believe that the exceptional school-wide growth is the result of a successful collaboration across personnel of all subjects and responsibilities.¹⁰ Therefore, the state-RTTT-funded bonus will be allocated among school staff.

By January 2011, the EEEEC, in collaboration with our Technical Advisory Committee (see B(3)), will recommend to the State Board the amount of school-wide growth that is necessary to receive a bonus and NJDOE will publish the amount of the bonus.

Evaluating Merit Pay Programs

Both bonus programs will be piloted along with the evaluation system in the 2011-12 school year. NJDOE will conduct an independent evaluation of each merit pay program and will widely publish the results. The EEEEC will review the evaluation data in Summer 2012 and will recommend to the Commissioner the compensation strategies that are best supported by evidence for adoption by all participating LEAs. With an aligned system of incentives and supports that focus with laser-like precision on our biggest

¹⁰ Johnson, A., P. Poetter, J. Pughsley, C. Wallace, E. Kellor, and A. Odden. (1999). *A Case Study of the Charlotte-Mecklenberg Public Schools School-Based Performance Award Program*. Madison, WI: Consortium for Policy Research in Education.

challenges, we have absolute confidence that our state’s teachers and school leaders can accomplish what no other state has done: closing the opportunity gap in three years (see A(1)(iii)).

Exploring compensation systems that reward exceptional practice is simply the right thing to do. While winning Race to the Top will serve as a federal endorsement for our bold reforms, New Jersey will not wait to act, and intends to move forward immediately with these reforms. NJDOE intends to apply on behalf of interested LEAs for a Teacher Incentive Fund grant to improve, support, and sustain a bonus system in our state.

(c) Tenure

New Jersey uses evaluations to inform decisions along the pathway towards tenure. For our provisional teachers and school leaders, we encourage and provide high-quality coaching and professional services, which emphasize an increase in pedagogical skills and content knowledge. For a teacher to advance to receive a standard teaching certificate, that teacher must participate in a state provisional-teacher program that includes a formal mentoring and induction process. The candidate must undergo three observations, and one summative assessment by the principal, which includes the principal’s recommendation for standard licensure. Currently, the large majority of teachers progress from provisional to standard certification, preventing potentially-ineffective teachers from receiving the continued supports they need to improve their practice, and preventing the State from achieving our goal of having every student taught by an effective teacher.

By 2012-13, all participating LEAs will use effectiveness evaluations as the cornerstone of decisions to grant tenure. The effectiveness evaluation system will provide a more precise metric to inform decisions along the pathway towards tenure. Participating LEAs will be expected to establish and implement clear and transparent criteria, based on multiple measures used in the evaluation, to inform decisions related to the transition from provisional to standard teacher certification at the end of the first year of teaching, and from untenured to tenured teacher status at the end of the third year of teaching. As is

evidenced by the New Jersey legislators' unanimous, bipartisan endorsement of the New Jersey application (see (Appendix II and section(A)(2)), NJDOE has strong support for its proposal.

(d) Use of evaluations to inform removal

LEAs in New Jersey are already empowered to remove teachers on the basis of evaluation results. There is a specific statute regarding the dismissal of tenured teaching-staff members, N.J.S.A 18A:28-5, and such teaching-staff members must be accorded all due process required by N.J.S.A 18A:6-10 et seq. However, action is seldom taken in New Jersey, largely due to the lack of a clear measure of teacher and school leader effectiveness. Once our effectiveness evaluation system is in place, we will have the data necessary to guide our removal decisions for tenured teachers. With effectiveness-evaluations as a central factor in the removal decision, we can be assured that ineffective teachers will not remain in our classrooms indefinitely. Our students deserve no less.

In our neediest schools, concerted action must be taken to ensure ineffective teachers are removed. Therefore, in persistently low- achieving schools identified in Section E, if a teacher is rated ineffective for three consecutive years, the LEA will take action pursuant to N.J.S.A 18A:6-11 to remove the individual for inefficiency.

Since the removal process often leaves both parties too long without resolution, NJDOE will establish a task force to recommend ways to streamline the removal process and clear non-constructive barriers. New Jersey's Office of Professional Learning will manage and support the task force in its efforts to identify better ways to support superintendents and principals through the removal process and eliminate any burdensome regulatory and statutory hurdles. The task force will be established by September 2011 and provide their recommendations to the Commissioner no later than March 2012. The Commissioner will then work with New Jersey's legislator and State Board to propose amendments to regulation and statute to ensure the removal process efficiently balances the need for expediency in the removal of ineffective teachers with

due process considerations. The LEAs who are piloting the process will be the first to have access to it and will provide feedback on the model.

Finally, the Commissioner will work with New Jersey legislators to recommend statutory and code changes so that reduction in force decisions are based on evaluations of effectiveness. Our goal is that LEAs will make reductions in force of non-tenured teachers first. For tenured teachers, reductions in force decisions will be made according to effectiveness ratings (ineffective, approaching effective, and highly effective). Within each category, standard seniority will apply.



Appeals Process for Evaluation System



New Jersey has in place a comprehensive system of appeals for the denial of certification or the revocation of tenure. Additionally, each LEA has developed a system to respond to grievances resulting from the evaluation system. Under the new evaluation system, teachers and school leaders will continue to have the opportunity for mediation and review of their evaluation-system result through the grievance system set up by the participating LEA. The EEEEC will monitor the number of appeals that are granted and denied on an annual basis, as they consider potential refinements and improvements to the evaluation system.



CONCLUSION

New Jersey is strongly and completely committed to taking bold and controversial steps to implement a robust, fair, and transparent evaluation system in the 2012-13 school year, and to making that system a cornerstone of compensation, advancement, tenure, and termination decisions. Within our collective-bargaining context, this is an ambitious plan, but this plan has been made achievable through the resolute commitment of political and policy leaders to making this happen. Basing our decisions, policies, and practice on

the evidence regarding effectiveness data is essential as we work to achieve our goals of the dramatic acceleration of student learning and school improvement.

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TIMELINES

2009-10 SY		
Action Steps	Timeline	Responsible Parties
Meet with LEAs to determine areas of improvement and successful practice regarding teacher and school leader evaluations	May-June 2010	Commissioner of Education,
Create EEEEC, issue call for EEEEC nominations, select EEEEC members and convene EEEEC	July 2010	Commissioner of Education; Office of the Governor
Draft evaluation framework released for public comment (45 days)	August – October 2010	EEEC, NJDOE Division of Professional Excellence
Growth Model data reported for every school and student; analyze NJ growth model data; EEEEC in conjunction with SBOE sets preliminary growth amount for student learning bonus	September 2010	NJDOE Office of Education Research, SBOE, EEEEC
Engage TAC in design of clear guidelines for local development of through-course assessments in remaining core content areas	October – November 2010	NJ TAC, Office of Student Learning Assessment
Review of Public Comment on Draft Effectiveness Evaluation Framework	October 2010	EEEC, NJDOE Division of Professional Excellence
Opens competition for challenge grants for LEAs working in partnerships to develop through-course assessments in remaining content areas and flexible approaches to K-2 assessment	November 2010	NJDOE, Office of Student Learning Assessment
Select multidisciplinary peer review panels for LEA through-course assessments	December 2010	NJDOE Office of Student Learning Assessment; County Offices
Set preliminary growth amount for student learning bonus and student growth bonus	December 2010	EEEC, SBOE
Public hearings on revised plan and follow up working group	October – November 2010	EEEC
LEAs selected to pilot evaluation System	November 2010	EEEC, NJDOE Division of Professional Excellence
Announces challenge grant winners selected from multi-	January 2011	NJDOE Office of Student Learning

disciplinary committees to assess non-tested grades and subjects		Assessment
Commence item develop, field testing for assessments in non-tested grades and subjects	January 2011 - ongoing	LEA Challenge Grant winners
Finalize evaluation framework, criteria, and review protocols and presents to the Commissioner	January 2011	EEEC
Training on evaluation system, select design and test effective practice measures, field test content-specific observation protocols	February – April 2011	Evaluation Pilot LEAs, NJDOE Division of Professional Excellence, EEEEC
Pilot peer review process to review and approve measures of effective practices	May 2011	Pilot LEAs, EEEEC, NJDOE Division of Professional Excellence
Begin training on new through-course assessments in conjunction with county offices	August 2011	LEA challenge grant winners
Statewide training commences on teacher and school leader evaluation system	August 2011	NJDOE Division of Professional Excellence, County Offices
Design 360 degree survey for pilot LEAs regarding evaluation system	July 2011- August 2011	NJDOE Division of Professional Excellence, Office of Education Research, EEEEC
Field test assessments for non-tested grades and subjects (B(3))	September 2011-May 2012	LEA challenge grant winners, NJDOE Office of Student Assessment
Release growth model data; set final criteria for student learning bonus	September 2011-October 2011	EEEC, SBOE, NJDOE Office of Education Research
Pilot evaluation system for teachers and leaders in literacy and mathematics in selected 10-15 LEAs	September 2011-June 2012	Evaluation Pilot LEAs
Continued outreach and professional development on new evaluation system	September 2011- ongoing	County Offices
Ongoing training on evaluation systems; design/selection of effective practice measures	September 2011-ongoing	County Offices, LEAs
Administer 360 degree survey for evaluation pilot LEAs	May 2012	NJDOE Division of Professional Excellence, Office of Education Research
Reconvene Challenge grant peer review panels to review field	May-June 2012	NJDOE Office of Student Learning

test results and scoring procedures (also B(3))		Assessments
Review and evaluate pilot data on effectiveness	July 2012	EEEC, Office of Education Research, Division of Professional Excellence
Submit effective practice evaluation measures for peer review and approval	July 2012	All Participating LEAs, Professional Teaching Standards Board, Professional Development Advisory Board, NJDOE Office of Professional Excellence,
Design of teacher and school leader effectiveness reports	July 2012	NJDOE Division of Professional Excellence, EEEEC
For Pilot LEAs, Closing The Gap bonuses awarded to schools in which individual students achieved exceptional growth and All Students Achieving bonuses awarded when the school as a whole achieved exceptional growth	August 2012	NJDOE Division of Professional Excellence
Full implementation of through-course assessments in all core content subject areas	August 2012	NJDOE Office of Student Learning Assessments
Full Implementation of evaluation system statewide	August 2012	NJDOE Division of Professional Excellence
Closing The Gap bonuses awarded to schools in which individual students achieved exceptional growth or the school as a whole achieved exceptional growth	August 2013	NJDOE Division of Professional Excellence
Publicly report school and district level reports of teacher effectiveness by subject	August 2013	NJDOE Division of Professional Excellence
Review effectiveness data, appeals data, and current research	September 2013	EEEC, Office of Education Research
Teachers and school leaders design professional development plans on the basis of effectiveness evaluation	September 2013	LEAs, school leaders
Publicly report school and district level reports of teacher effectiveness by subject	August 2014	NJDOE Division of Professional Excellence
Review effectiveness data, appeals data, and current research	September 2014	EEEC

Eligible Teachers and school leaders in pilot LEAs apply for Master Teacher Certification	September 2014	Board of Examiners
Review and refine or reaffirm evaluation criteria	January 2015	EEEC



PERFORMANCE MEASURES

<p>Performance Measures</p> <p>Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).</p>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014

Criteria	General goals to be provided at time of application:	Baseline data and annual targets								
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).	Data not available	100%	100%	100%	100%				
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.		Data not available	20%	90%*	100%				
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.				100%	100%				
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:		Data not available							
(D)(2)(iv)(a)	<ul style="list-style-type: none"> • Developing teachers and principals. 							100%	100%	
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Compensating teachers and principals. 							50%**	75%**	
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Promoting teachers and principals. 							40%	75%	
(D)(2)(iv)(b)	<ul style="list-style-type: none"> • Retaining effective teachers and principals. 							75%	100%	
(D)(2)(iv)(c)	<ul style="list-style-type: none"> • Granting tenure and/or full certification (where applicable) to teachers and principals. 							20%	90%	
(D)(2)(iv)(d)	<ul style="list-style-type: none"> • Removing ineffective tenured and untenured teachers and principals. 							25%***	50%***	
		Data not available						Data not available	Developing	

The role of the LEA must be kept in mind when considering performance measures in New Jersey. LEAs have the responsibility to negotiate with unions on issues regarding teacher and leader contracts. *Due to the development process for non-tested grades and subjects, there may be a small number of LEAs that are unable to implement the evaluation system in the 2012-13 school year. **Our compensation structure has three components. The rewards for student learning and professional responsibilities will be available to all participating LEAs. Master Teacher certification will require three years of evaluation data. Pilot LEAs will be the first to have the three consecutive years of data that is required to offer Master Teacher Certification. **Keeping in mind the LEA's role, the system will have the capacity to inform the removal of ineffective tenured and untenured teachers and principals.

General data to be provided at time of application:

Total number of participating LEAs.	387
Total number of principals* in participating LEAs.	1,478
Total number of teachers in participating LEAs.	78,946

It is to New Jersey's credit with LEAs, teachers, and principals that this application demonstrates the involvement of teachers in 59.1% of the LEAs in the state. *A principal is defined as the building head for purposes of this count.

(D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; (15 points) and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. (10 points)

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

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ENSURING AN EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS AND SCHOOL LEADERS

New Jersey’s Governor, Legislature, State Board and Commissioner of Education are putting in place statute and code changes that will:

- Expand the pipeline of exceptional teachers and leaders by improving recruitment, preparation and development
- Identify highly-effective teachers and leaders based upon the state’s proposed new evaluation system
- Give districts and schools with a high percentage of at-risk students state assistance and a competitive edge in recruitment and placement
- Financially support an equitable distribution of our education system’s highest- quality human capital by offering monetary incentives to highly-effective teachers and leaders who are willing to serve in classrooms and schools with a high proportion of at-risk students
- Monitor subject areas as to which teachers are in short supply
- Train more outstanding teachers in our most high-need subjects: science, mathematics, World Languages, ELL and special education
- Expand programs that are effective in this regard and that serve urban areas, such as the Garden State Partnership for Teacher Quality

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(i) HIGH-POVERTY AND/OR HIGH-MINORITY SCHOOLS

Under New Jersey’s current teacher-evaluation system, 99.7% of teachers are considered highly-qualified. This means that nearly all of our teachers have demonstrated knowledge of their content area, as required under state and federal law. But we realize that this “highly-qualified” designation doesn’t always translate to “highly-effective.” In fact, our preliminary growth-model data indicates that 65% of students demonstrated typical or high growth in all districts compared to 55% for students in high-poverty schools. Clearly, a problem exists regarding the equitable distribution of high-quality teachers.

New Jersey is committed to accelerating the academic growth of its at-risk children and providing them with the great teachers that are so foundational to this work. Our RTTT initiatives, and particularly our efforts to improve our data systems and teacher-

evaluation process, will enable us to accurately assess the performance of our educators. With that information in hand, we will aggressively move to ensure that our neediest schools have access to our best teachers.

Since it will take time to complete these improvements and to gather this data, New Jersey has a near-term strategy to increase equitable distribution immediately. The NJDOE will offer this program to current National Board for Professional Teaching Standards (NBPTS) Certified Teachers. In addition, under RTTT, the NJDOE will implement an interim strategy by February 2011 for identifying high-quality teachers and principals, and will consider the following factors in setting the interim definition: evaluations, awards, available measures of growth, evidence from other teacher-leader roles, and recommendation letters. This strategy will provide districts and schools with a high percentage of at-risk students with state assistance and a competitive edge in recruitment and placement; will offer these professionals a monetary incentive to work in our neediest classrooms and schools; will expand the online course opportunities that are available to students in these schools; and will begin monitoring the placement of highly-effective teachers and principals in New Jersey. Both our interim and longer-term strategies for increasing equitable distribution are described in more detail below.

Some of our most challenged high-minority, high-poverty schools already have a number of superior educators, so keeping these stellar teachers in place is an equally-important strategy. Research clearly shows that additional compensation is only one factor in a teacher's decision to remain at a school.¹ Of comparable importance is the school's environment. Without delay, New Jersey will take steps to improve working conditions in high-need schools. In 2010-11, New Jersey will focus upon developing within these schools a professional, collegial school environment led by content-focused coaches, as described in (D)(5), and will provide teachers and school leaders in these schools with access to the best professional-development opportunities in the nation.

¹ *Imazeki and Goe. The Distribution of Highly Qualified, Experienced Teachers: Challenges and Opportunities. National Comprehensive Center for Teacher Quality, August 2009.*

NJDOE already conducts a working-conditions survey, offered through the Collaborative Assessment and Planning for Achievement (CAPA) initiative, in high-need schools. LEAs are required to use the data to develop a collegial school environment. The NJDOE will propose regulatory amendments to significantly improve and expand the current instrument to include a range of new indicators, such as indicators of how teachers are assigned to classrooms and how leaders support professional-learning communities. For each New Jersey school, the state will continue to monitor data on the average years of teaching experience for educators in each school; the number of open positions in each school; the percentage of minority students in each school; the percentage of free/reduced-price-lunch students in each school, and more. When our new evaluation system comes online, we will also monitor teacher effectiveness. We will use these metrics to identify the districts and schools that are most in need of additional highly-effective educators.

Recruiting Effective Teachers and School Leaders

All children deserve to be taught by highly-effective teachers. Despite New Jersey’s good-faith efforts over time, schools across our state still experience an inequitable distribution of superb teachers and leaders.

We want to have more of our best educators working with the students who need the best instruction. We recognize that teachers need new, compelling incentives to consider change, and we believe that they deserve assurances that the state will stand behind them if they answer this call. This proposal outlines the steps that New Jersey will be taking to provide these incentives and assurances, which include new Answering the Call bonuses, new teacher leadership and content roles within Achievement Academies (described in Section E), and coaching and mentoring roles (described in Section D5).

Answering the Call Bonus

New Jersey will provide state-funded bonuses for highly-effective teachers and leaders who are willing to serve in schools and classrooms with a high proportion of students at risk. Highly-effective teachers or school leaders will be recruited into schools that meet the New Jersey definition of high-minority or high-poverty, and where academic achievement has been stagnant or declining over the previous two years. Highly-effective teachers who are already serving students in qualifying schools are eligible for incentives as well.

NJDOE will use a staggered-incentive approach, whereby highly-effective teachers will receive an initial bonus of \$3,000 for committing to spend three years in a classroom with a high proportion of at-risk students. A second bonus of \$2,000 will be awarded at the end of three years of service. To be eligible for the second bonus, the teacher will have to have earned a highly-effective rating for at least two of the previous three years.

The bonuses will be drawn from a pool of money that is set aside for participating districts, and will be based upon the number of eligible, interested LEAs. Additional compensation will be available to highly-effective teachers in persistently-low-achieving schools. This compensation is further described in (E)(2). The NJDOE Office of Professional Compensation and Contract Standards will monitor the distribution of, and eligibility for, these incentives.

Because the data regarding highly-effective teachers will take two years to become available, as an interim measure, the NJDOE is offering NBPTS and those teachers who have qualified under the interim definition the opportunity to participate in this prestigious program beginning in the Fall 2011. This opportunity will be widely promoted in the spring of 2011. The first cohort of teachers and leaders, from LEAs that are willing to pilot the evaluation system, will move to their new assignments in Fall 2012, and teachers who belong to the first round of NBPTS placements will be eligible for their third-year incentives in Spring 2014.

As a second reward for moving into schools and classrooms with a high percentage of at-risk children, these teachers and leaders will receive seniority retreat rights. Under existing regulations, the teacher that chooses to move into a school with a high

percentage of at risk children will retain their years of service should they return to their original districts. Our hope and expectation is that in most cases, these teachers and leaders will choose to stay in their new positions. But we realize that for a number of personal and professional reasons, some will prefer to return to their previous posts. The preservation of retreat rights recognizes this eventuality, and will therefore help entice more teachers to consider and accept this opportunity.

Opening Certification to Out-of-State Candidates

As discussed in (D)(1), New Jersey will provide entry to America's best teachers, no matter the state in which they currently serve. We propose to accomplish this by offering equivalent certifications to teachers who have certifications from other states, who can provide documented evidence of their content knowledge, and who have at least three years of successful teaching experience. The State Board has proposed amendments to the licensing regulations that would allow for the certification of teachers who are licensed in other states and who can provide evidence of past teaching success. The proposed regulations offer dramatic evidence of New Jersey's commitment to clearing non-constructive barriers to teaching in New Jersey, and to putting the most effective teachers possible in our classrooms.

The NJDOE will continue to monitor teacher-placement data through the CAPA working-conditions survey and to look for potential and actual areas of shortfall in content-expertise in high-need schools. NJDOE will monitor data that will show vacancies by school and class, and by grade and subject area.

Raising Awareness of Vacancies and Exclusive Access for High-Need Schools

New Jersey will create a new section of the NJ Hire² website that collects and advertises vacancies in high-minority, high-poverty settings.

This section of the website will provide detailed information about opportunities in high-need schools, including information regarding their unique strengths and the reform initiatives that are underway there, and will draw attention to schools in which highly-effective teachers and school leaders may receive Answering the Call bonuses. To advance these recruitment efforts as swiftly as possible, this site will go live by Spring 2011.

This strategy has already been used successfully in four LEAs where human-resources supervisors have seen the number of qualified candidates and out-of-state applicants rise, and have experienced a reduction in the time between job postings and the receipt of inquiries and applications from high-quality applicants.

The candidate side of NJ Hire will also be improved to allow candidates to be more specific about their interest in working in disadvantaged schools—for instance, by indicating their preference for serving in high-poverty urban settings. The site will work to match qualified candidates with high-needs LEAs and schools.

Finally, high-poverty and high-need LEAs will be provided with seven-day exclusive access to candidate resumes. This innovative new policy for our improved online-recruiting system will give needy LEAs first access to the teachers who are most likely to make a significant contribution to New Jersey’s most underperforming schools.

Recruiting the Best and the Brightest College Students

Our renewed efforts to expand the pipeline of effective educators will also emphasize the recruitment of teachers from the most successful preparation programs in New Jersey and neighboring states. The NJDOE will focus upon recruiting the highest-performing liberal arts graduates from the area’s most prestigious institutions of higher education --

² NJ Hire is web service supporting an online application process for teachers and LEAs. This is a current contract, it is likely that an open RFP will be issued on this work in the next six months.

including Princeton, the University of Pennsylvania, Columbia, and New York University -- to participate in Alternative Route programs.

The NJDOE will also dedicate a team lead, who will work with staff internally and through the counties to identify alumni who will personally connect and recruit undergraduates and graduates from education programs at these schools.

We will also develop online materials and focus a portion of NJ Hire specifically upon the recruitment of the best and the brightest education graduates. These candidates will be encouraged to consider a teaching career in a high-needs district within New Jersey.

Our materials will advertise the incentive system and the professional-development opportunities available to teachers within New Jersey. The materials will also highlight the innovative practice³ at schools and within LEA partnerships, to create a compelling message to potential candidates.

Expanding Successful Programs

The Garden State Partnership for Teacher Quality (GSPTQ) is one of New Jersey's most successful and promising education initiatives in recent years. GSPTQ is a collaborative effort among Kean University; Paterson University, Rowan University; Bridgeton, Camden, Jersey City, Passaic, Paterson and Union City school LEAs; and the NJDOE. With the financial support of a Teacher Quality Grant from the U.S. Department of Education, the partnership has developed the Garden State Urban Teacher Residency Program and created fifteen professional-development schools to support and retain teachers and educational leaders in New Jersey's most challenging urban communities. The GSPTQ graduates almost 2,500 new teachers each year. The GSPTQ is also developing a tracking system, in partnership with the NJDOE, to track whether residency candidates are retained in an urban school LEA, and if so, what impact they have on student learning. Many of these universities have indicated their support for this proposal

3 Examples include the Uncommon Schools North Star Academy and the Harlem Children's Zone partnerships in Newark.

and have submitted letters available in Appendix III. We see them as critical partners in this work.

New Jersey will expand the GSPTQ by 40% in two years, and invite more universities and districts to participate. By doing so, we will increase the number of teachers graduating who are targeted to serve an urban population to 3,500 annually. New Jersey will focus at least one-third of the expansion activities specifically on preparing teachers and school leaders for work in Special Education and Alternative Education urban settings.

Students Becoming Teachers

Research supports the conclusion that teachers are more likely than all other college graduates to stay local when searching for employment.⁴ A number of institutions of higher education within New Jersey have programs, such as the New Jersey Center for Future Education⁵ at the College of New Jersey and Urban Teacher Academy (UTA), that recruit high-performing high school students to become teachers in urban areas within the state where there are shortages. Where the program at issue is documented to be well-run, and when it includes “student teaching” by those in the programs, the numbers of students recruited who actually pursue teaching degrees is significant.⁶ New Jersey will expand these successful programs to target high-poverty, high-minority schools in participating LEAs. The NJDOE proposes to expand this work in subject-specific areas that are described later in this section.

⁴ Imazeki and Goe. *The Distribution of Highly-Qualified, Experienced Teachers: Challenges and Opportunities*. National Comprehensive Center for Teacher Quality, August 2009.

⁵ This is funded by our supporters NJEA and the University.

⁶ 160 Students have participated in the UTA since 2006. 60% of the participants have enrolled in collegiate teacher preparation programs.

Retaining Outstanding Teachers and Leaders

Improving the environment in which teachers work is a proven strategy to retain great teachers.⁷ Distributed leadership, coupled with a professional environment in which all teachers seek to improve their practice, will be the cornerstone to supporting LEAs' efforts to retain outstanding teachers and leaders.

Participating LEAs will assign supervisors to high-poverty schools who have been trained as content-based instructional leaders (see (D)(5)), and will use instructional coaching where there is a specific need for such coaching within particular content areas, e.g., Algebra I. This combination of individual and team support for teachers and leaders is designed to foster a professional environment in which teachers collectively work to improve their practice.

As part of the NJDOE Professional Development Initiative, schools and districts have access to a nationally-acclaimed, research-based, collaborative professional-learning toolkit at no cost. New Jersey has already initiated an ambitious agenda for teachers' and principals' professional growth that is focused on increased student achievement.

In Fall 2011, participating LEAs will have access to additional NJDOE resources that will allow them to further cultivate a professional-learning environment that develops and supports regular access to, and participation in, exemplary professional development, as described in (D)(5). Furthermore, New Jersey will work to assess the impact of these collaborative-learning environments and professional-development experiences through teaching-conditions surveys,⁸ to ensure that the necessary conditions of reform, such as teacher engagement, are being met.

⁷ Sharon Feiman-Nemser. *What New Teachers Need to Learn. Educational Leadership. Vol. 60 Num. 8. May 2003.*

⁸ *The School Assessment Inventory surveys professional development conditions and was developed by National Staff Development Council.*

Using Evaluation Data to Develop Equitable-Distribution Plans

With the implementation of the state’s new teacher-evaluation system, proposed in (D)(2), for the 2012–13 school year, participating LEAs will connect their equitable-distribution plans to teacher performance, complete with timelines and goals; and will use the incentive system described above to attract highly-effective teachers and school leaders to, and retain them at, high-poverty, high-minority, and low-achieving schools. As part of these plans, participating LEAs will gather and maintain data on vacancies, recruitment, selection, staffing, and educator-effectiveness.

The NJDOE will also use the LEA equitable-distribution plans to monitor the link between effectiveness data and LEA actions such as tenure decisions, retention programs, and decisions related to professional-development services. Participating LEAs will update and review progress on their plans annually, and will submit them to their county and ultimately the Office of Professional Induction, Development, Evaluation and Certification of the NJDOE for review and approval. As information regarding high-performing preparation programs becomes available (in Fall 2013), LEAs will expand their strategies to recruit new and highly-skilled teachers from those programs to fill vacancies. As a part of the monitoring of this work, the NJDOE will withhold a portion of district RTTT funds if the LEA goals for the equitable-distribution plan are not met.

To ensure the effectiveness of these initiatives over the next several years, during the 2013-14 school year the New Jersey State Board of Education will conduct a comprehensive review of its LEA-evaluation system, QSAC, to ensure that students in high-poverty, high-minority schools are not served by ineffective teachers and school leaders at higher rates than other students.

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(ii) HARD-TO-STAFF SUBJECTS AND SPECIALTY AREAS

New Jersey closely monitors trends in LEA staffing data. Currently, New Jersey has identified ESL, STEM, Special Education, World Languages and preschool as areas of potential shortfall in the future.⁹ NJDOE has created several successful programs to attract and retain teachers for hard-to-staff subjects and specialty areas. Through support from RTTT, New Jersey will rapidly bring these efforts to scale.

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Extending the Reach of Highly-Effective Teachers

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Through increased access to virtual classes, New Jersey will greatly expand the reach of the state’s best teachers and increase the variety of course offerings that are available to students. We seek to raise the overall number of students taking and passing AP and IB courses, and to include coursework that taps into critical-thinking and problem-solving skills to ensure future student success with challenging coursework. We see this as a key strategy to assist in closing the significant gap in learning outcomes between white and minority students, and for increasing achievement on local and state assessments.

In order to expedite this work, we will use currently-available online coursework that aligns with New Jersey standards, while working to increase our capacity to deliver online learning in the state. In Fall 2010, New Jersey will purchase access to online coursework and related professional development for teachers, and a cohort of teachers will begin training on how to effectively teach in virtual environments. All online classes will be offered in accordance with applicable New Jersey law and regulations. In Winter

⁹ *These areas were identified in a letter to the Office of Postsecondary Education in the U.S. Department of Education. The methodology to determine the predicted shortfalls is also available in the letter, which is included in Appendix II.*

2011, the NJDOE will expand online coursework offerings to students in high-needs schools.

New Jersey now offers online-learning opportunities to students through two providers; this proposed work will significantly expand these offerings and provide the opportunity to study content in more depth than is typically offered in high-school programs of study. These new course offerings will be initially piloted in high-needs LEAs, and will be scaled up over time

In order to build sustainable resources beyond RTTT, we are partnering with universities and businesses in New Jersey to develop a more comprehensive model for a collection of online coursework. We have received several letters of support from potential partners for this work, including Rutgers, Dell, Apple, and Verizon (all included in Appendix III.) These and other partnerships will provide various supports, and may offer in-kind resources that allow us to expand online access to a larger group of students with a focus on developing and adapting coursework for hard-to-staff subjects.

Once partners are identified and work plans are finalized, the NJDOE will work with participating districts to identify a range of options for training educators that assist in meeting the diverse needs of students. As such, New Jersey will be well-positioned to offer personalized virtual-learning experiences to a broader population of high-need students in both rural and urban settings. These learning experiences will appeal to varying student interests and aptitudes, and most importantly, will be delivered by an expanded pool of highly-effective teachers.

When RTTT ends, an infrastructure will be in place to enable the NJDOE to work with counties statewide and to extend services based upon a per-pupil cost that includes routine maintenance and development of the online offerings. This aspect of the proposal offers an opportunity to truly transform the delivery and reach of effective teachers in a sustainable model that would be otherwise difficult to fund, given the current economic environment.

Targeting Shortage Areas

Targeted alternate routes in high-need content areas provide a flexible and efficient manner for teachers to gain certification. New Jersey has several methods for monitoring and addressing the needs of shortage areas (as described elsewhere within this section), and has extensive experience in building or facilitating the creation of programs that will function as effective solutions in shortage areas. (See our results regarding alternative routes in Section D1.) The sections below discuss both general and specific next steps that New Jersey will take to address the potential shortfall areas identified in the Hard-to-Staff Subjects section above.

Special Education

Licensure regulations establish an alternative route for the special-education endorsement. Specifically, the regulations allow any individual who is eligible for an instructional certificate to receive a special-education certification of eligibility, which permits him or her to be employed as a special-education teacher while completing the NJDOE -approved students-with-disabilities special-education-endorsement program. New Jersey will expand its efforts to recruit individuals under this program.

New Jersey will also expand professional-development opportunities for teachers of special-needs and alternative-education students, as described in Section (E). A close examination of the data regarding turnaround schools, identified in Section (E), reveals a higher population of these students in our neediest schools. When we propose sending high-quality teachers into high-needs settings, we are aware that we need to equip them with a greater range of classroom behavior-management tools, greater access to approaches to working in classroom teacher-teams, and an understanding about the community in which they will be serving. Accordingly, we will give these teachers the tools they need for success, and we will continue to improve the continuum of services

that are offered to students in these settings. This will require further professional-development work at the district and county level, and closer monitoring and evaluation of the needs within this area.

Mathematics & Science

This past year, legislation (commonly referred to as “Traders to Teachers”) was passed to allow the creation of pilot teacher-preparation programs to recruit and issue teaching certificates to individuals who possess mathematics or science skills and work-related backgrounds using their skills, and who have lost their positions due to economic conditions.

The Traders-to-Teachers Program

One such program allows individuals who are displaced from the financial sector or similar industries to pursue their certification to teach mathematics. This accelerated program is for individuals who have used mathematics in their jobs, and who have a sincere desire to teach.

Successful applicants spend three months in an intensive, full-time program, refreshing their mathematics knowledge and learning how to teach the subject. Each week, they also spend one day observing the teaching of, and beginning to teach, mathematics in a middle- or high school. The 50 participating candidates in the first cohort were placed in paid teaching positions in New Jersey public schools, and are expected to commit to teach for at least two school years, during which they will receive intensive professional support. After teaching successfully for two years, completing the additional mathematics courses that are necessary (as determined on an individual basis), and passing the state’s required Praxis II mathematics exam, candidates will be recommended for standard, permanent teaching certification in Mathematics.

Results from external evaluations, as required by the regulations, will provide us with critical information to make decisions regarding revisions or expansions.

We will look for other math-related industries that are experiencing layoffs (such as banking, engineering, etc.) and we will look to recruit potential teachers from these industries and fast-track them into the classroom. Traders to Teachers has been successful in certifying math teachers, and needs support in order to continue. Additionally, this program will be revised and implemented for the other math industries the following Fall. The NJDOE will use the STEM Council to inform this work.

The Progressive Science Initiative (PSI)—A Model for Science and Mathematics Teachers

New Jersey is also taking on the challenge of creating great science teachers by training a talented corps of teachers who will lead the next generation to high levels of student achievement in science. Using the PSI approach, New Jersey is instructing highly-skilled teachers in how to best teach science, by providing them with a rigorous curriculum; providing them with professional-development instruction regarding how to teach that curriculum; and providing professional learning just as the teachers need it.

In the program's first year alone, PSI has trained and certified twice the number of physics teachers that were certified in prior years by all the universities in New Jersey. More than 1,200 students in Newark, Paterson, and Jersey City are studying physics with that first cohort of 39 PSI teachers. A strong preliminary indicator of the program's success is that more than 40% of those students, when surveyed in December, have indicated that they intend to take AP Physics B, in addition to PSI Chemistry, next year.

The state is adapting the PSI model to apply it first to Chemistry and then to Biology as well. The NJDOE has selected the first Chemistry cohort of 26 currently-certified teachers with appropriate skills, and will teach them the content that is required to lead highly-effective Chemistry classrooms. The Chemistry and Biology units will be piloted and revised as needed during the 2011-2012 school year. By next fall, there will be over 100 teachers trained or in training in Physics and Chemistry. Our strong emphasis will be to place these new Chemistry and Biology teachers in high-needs schools. If adaptations are successful, we will research and consider improving the teaching of other subjects in similar ways.

Partnerships with Museums, Companies, and Institutions of Higher Education

New Jersey's brilliant thinkers and inventors have made enormous contributions to the world of science and technology. The NJDOE plans to expand its longstanding partnerships with the state's museums and institutes of higher education to bring these assets to bear on K-12 schooling.

For example, the Liberty Science Center produces research-based, high-quality professional-development curricula for teachers, and has developed modules for student learning that are available to supplement student field trips and to extend the learning experience. The NJDOE will work more closely with museums, universities, and companies to create and extend professional-development experiences with hands-on science and mathematics opportunities.

The NJDOE will work with museums and companies to develop a future Science and Mathematics Educators Program (SMEP). This new program will provide students with opportunities to participate in research-based summer- and extended-learning opportunities, mentoring, and tutoring, while still in high school. These programs will build higher-order content knowledge and provide the students with mentoring and tutoring opportunities.

Using an adapted version of the UTA program as a model, NJDOE has already created a one-week, Pre-engineering Teaching Academy to recruit future pre-engineering teachers. We would like to further adapt this model for biology and mathematics for high-achieving urban students, with the program to be implemented in Summer 2011. The NJDOE will work with the STEM council in Fall 2010 to identify appropriate partners and develop work plans to support the program.

Programs like this are critical in New Jersey, because of the many career opportunities that exist for students who are strong in STEM subjects. This work will allow students who are often lured into business and industry to first consider the teaching profession.

World Languages and ESL

New Jersey will use its current infrastructure to expand access to high-quality language instruction. Importantly, New Jersey currently has the infrastructure in place to expand teacher capacity in the area of World Languages, and will work hard to do so. In 2005, NJDOE developed an Accelerated Chinese-Language Teacher-Certification Program. The program provides training for native or heritage speakers of Chinese who are currently working in other fields, and who seek to earn New Jersey Chinese-teacher certification, to meet the needs of the state’s schools. From 2006 to 2008, the program has served 102 teacher candidates, with 27 of these earning Certificates of Eligibility to teach Chinese over the two-year period.

With the support of Race to the Top, New Jersey will take the existing accelerated-training model and apply it to develop highly-skilled teachers in Arabic, Korean, and Hindi. After modifying this program in the next year, the NJDOE will work to provide teaching slots for native or heritage speakers in these languages.

NJDOE will also work to make World Languages a centerpiece of its online coursework for students who might otherwise not have access to world-language instruction.

New Jersey also has a growing population of English-language learners, and will need to train additional ESL and bilingual teachers to serve these students. New Jersey will work closely with the associations of native or heritage speakers, recruit potential teachers, and create more alternative routes, similar to the World Languages example, for ESL/Bilingual teachers. These teaching routes will provide training for individuals who are currently working in other fields and who seek to earn a teacher’s certification.

For both sets of teachers, New Jersey will offer targeted professional-development courses, employing evidence-based pedagogical strategies that are specific to the relevant populations.

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TIMELINE

Task	Date Due	NJDOE Lead Division/Office
Draft and finalize modifications to professional-learning-environment survey	September 2010	Divisions for Professional Excellence and Education System Efficiency
NJ Hires web-design group commences	September 2010	Office of Professional Recruitment, Licensing, & Placement
Working group on expansion/adaptation of PSI to Biology and Chemistry commences	September 2010	Office of Math & Science Education
Working group on expansion of Traders to Teachers adaptation commences	September 2010	Office of Math & Science Education
Draft program guidelines for Science and Mathematics Educators Program (SMEP) for STEM Council Review	November 2010	Office of Math & Science Education
Purchase available, eligible coursework for virtual classes/or virtual school; begin teacher-training and development process for state content	January 2011	Division of Academic Standards, Offices of Math & Science Education, Education Technology and Academic Standards
NJDOE releases interim criteria for Highly-Effective-Teacher status	February 2011	Division for Professional Excellence
Launch modified version of NJ Hire with the emphasis on high-need schools (<i>updated regularly thereafter</i>)	March 2011	Division for Professional Excellence, Office of Professional Recruitment, Licensing and Placement
Recruit for SMEP summer program	March 2011	Office of Math & Science Education &

Task	Date Due	NJDOE Lead Division/Office
<i>(annually thereafter)</i>		Student Services
Recruit and train teachers for Virtual School Classes	May 2011	Offices of Online Education, Academic Standards, Office of Professional Induction, Development, Evaluation, and Certification
Provider further PD tools for NBPTS teachers online, through D5 tools and SIG grants	May 2011	Offices of Professional Induction, Development, Evaluation, and Certification and Division of Student Services
Traders to Teachers presents findings to STEM Council, seeks recommendations for Fall pilot	May 2011	Office of Math & Science Education
Administer and collect CAPA results <i>(Administered annually thereafter)</i>	May 2011	Divisions of Professional Standards and Education System Efficiency
Offer High-Need-School Placement Incentive to NBPTS teachers <i>(annual until Highly-Effective Teacher data is available)</i>	May 2011	Office of Professional Standards, Office of the Deputy Commissioner
First SMEP summer camp commences <i>(annually thereafter)</i>	June 2011	Office of Math & Science Education
PSI Biology and Chemistry are piloted (revised during the course of the year)	September 2011	Office of Math & Science Education
Traders to Teachers Pilot	September 2011	STEM Offices
Working group for expansion of GSPTQ commences	January 2011	Divisions of Professional Standards, Special Education, and Student Svcs.
Ongoing PD targeted at Incentive Teachers (online and in-person coaching continuously thereafter)	September 2011	Divisions of Professional Standards and Student Svcs.
Offer second portion of incentive for high-needs classroom to qualifying first cohort of NBPTS teachers	June 2012	RTTT officer w/County Offices
Offer Placement Incentive to first cohort of Highly-Effective Teachers <i>(annually thereafter)</i>	June 2012	RTTT officer w/County Offices
PSI Biology and Chemistry programs	September 2012	Office of Math & Science Education

Task	Date Due	NJDOE Lead Division/Office
instituted based upon feedback from pilot		
LEAs submit equitable-distribution plan based upon Highly-Effective- Teacher Status	September 2013	Divisions of Professional Standards and Student Svcs
NJDOE Monitors equitable distribution based upon Highly-Effective Teacher Status <i>(ongoing thereafter)</i>	October 2013	Divisions of Professional Standards and Student Services
Initial expansion of GSPTQ	September 2012	Divisions of Professional Standards, Special Education, and Student Svcs.
State Board of Education reviews LEA evaluation policy	Spring 2013	RTTT officer, Deputy Commissioner, and Commissioner
Full expansion of GSPTQ	September 2013	Divisions of Professional Standards, Special Education, and Student Svcs.



EVIDENCE

(D)(3)(i):

Following the precedent required by the Federal reporting rules regarding HQT status, NJDOE has constructed high-/low-poverty/minority quartiles. We rank-order schools in terms of the percentage of their total student population that qualifies for free/reduced lunch. Once rank-ordered, the schools that comprise the top 25% of all schools in the ranking are deemed High-Poverty, the schools that are in the last 25% are deemed Low-Poverty, and the ones in the middle 50% are not labeled. This is the methodology currently required in all of our EDEN/EDFacts reporting for HQT.

To construct the minority quartiles, we rank-ordered schools in terms of their percentage of non-white students. Those that were in the top cut of 25%, when ranked based on their percentage of non-white students, are labeled high-minority.

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PERFORMANCE MEASURES

<p>Performance Measures for (D)(3)(i) –</p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>General goals to be provided at time of application:</p>	<p>Baseline data and annual targets</p>				
<p>Percentage of teachers in schools that are high-poverty, (as defined in this notice) who are highly effective (as defined in this notice).</p>	<p>Data Not Available</p>	<p>Data Not Available</p>	<p>Pilot Year</p>	<p>Baseline</p>	<p>10% in crease</p>
<p>Percentage of teachers in schools that are low-poverty, (as defined in this notice) who are highly effective (as defined in this notice).</p>					<p>10% Increase</p>
<p>Percentage of teachers in schools that are high-poverty, (as defined in this notice) who are ineffective.</p>					<p>10% decrease</p>

Percentage of teachers in schools that are low-poverty (as defined in this notice) who are ineffective.	Data Not Available	Data Not Available	Data Not Available	Baseline Year	10% decrease
Percentage of principals leading schools that are high-poverty, or both (as defined in this notice) who are highly-effective (as defined in this notice).					10% increase
Percentage of principals leading schools that are low-poverty, or both (as defined in this notice) who are highly effective (as defined in this notice).					10% increase
Percentage of principals leading schools that are high-poverty, or both (as defined in this notice) who are ineffective.					10% decrease
Percentage of principals leading schools that are low-poverty, or both (as defined in this notice) who are ineffective.					10% decrease
<p>Baseline data for these goals using the highly-effective teacher definition in this application will not be available for New Jersey until the end of the 2012-13 school year. For participating LEAs, we propose to increase the baseline number of teachers who are highly effective by 10% annually, and to decrease the number of ineffective teachers by 10% each year. We are proposing this goal based upon the design, implementation, and active use of the reform efforts outlined in Sections B, D, and E. We believe that this ambitious level of improvement is possible with the comprehensive reform efforts that we have outlined, and that demonstrate significant improvement over time. ED has raised the stakes by proposing a high level of measurable performance, and New Jersey is proposing to meet and exceed that challenge.</p>					

General data to be provided at time of application:					
Total number of schools that are high-poverty and/or high minority	555				
Total number of schools that are low-poverty and/or low minority	460				
Total number of teachers in schools that are high-poverty and/or high minority (as defined in this notice).	24,546				
Total number of teachers in schools that are low-poverty and/or low minority (as defined in this notice).	18,956				
Total number of principals* leading schools that are high-poverty and/or high minority (as defined in this notice).	475				
Total number of principals leading schools that are low-poverty and/or low minority (as defined in this notice).	361				
Information on high- and low-minority designation is not collected by the state; the state is electing to present numbers based upon poverty data alone. * New Jersey is counting only the building head as a principal.					

<p>Performance Measures for (D)(3)(ii) –</p> <p><i>Note: All information below is requested for Participating LEAs.</i></p>	Actual Data: Baseline (Current school year or	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
<p>General goals to be provided at time of application:</p>	<p>Baseline data and annual targets</p>				
<p>Percentage of mathematics teachers who were evaluated as effective or better.</p>	Data not available		Baseline	Improve-ment 7%	
<p>Percentage of science teachers who were evaluated as effective or better.</p>	Data not available		Baseline	Improve-ment 7%	
<p>Percentage of special-education teachers who were evaluated as effective or better.</p>	Data not available		Baseline	Improve-ment 7%	
<p>Percentage of teachers in language-instruction educational programs who were evaluated as effective or better.</p>	Data not available		Baseline	Improve-ment 7%	

There is currently no data available on the cohort of subject-area teachers and their effectiveness that is comparable across LEAs. We will be able to collect baseline data on teacher-effectiveness, as defined in this application, no sooner than the 2012-13 SY. After gathering the initial data, we are committed to raising the percentage of highly-effective mathematics and science teachers by 7%. There will likely be an initial spike in improvement when the professional-development tools are rolled out, but we propose to continue to engage teachers to improve their effectiveness after that spike occurs, and into the future.

General data to be provided at time of application:		
Total number of mathematics teachers.	5,330	
Total number of science teachers.	3,438	
Total number of special-education teachers.	12,426	
Total number of teachers in language-instruction educational programs.	2,172	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and

(ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page



NEW JERSEY’S SUCCESSFUL EFFORTS

Over the past several years, NJDOE has taken many steps to improve the effectiveness of teacher- and school-leader preparation programs and to link these programs with student achievement and student growth.

In 2006, the Higher Education Task Force made recommendations for a performance-based approach to program approval. As a result, New Jersey has instituted, through regulations, a new performance-based program-approval process to improve the effectiveness of teacher- and school-leader preparation programs (N.J.A.C. 6A:9-10.1) led by the Program Approval Council (PAC). As part of this effort, New Jersey is in the process of creating a professional-educator database and tracking system that will gather

and analyze data on graduate performance, including employment, retention, and impact on student achievement. Importantly, this system will directly link student-achievement and student-growth data to students' teachers and principals. This database will begin operating in 2012-2013. Then, beginning with the 2013-14 year, when two years of effectiveness evaluation data will be available, New Jersey will publicly report the data broadly for each credentialing program.

One of New Jersey's important goals is to provide a student-teaching experience for every teacher-preparation student that directly leads him or her to be ready to teach effectively. The State's overarching goal is to develop a system where new teachers can be followed throughout their preparation, student teaching, and observation, all the way through to their tenure decisions.

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(i) NEW JERSEY WILL LINK STUDENT ACHIEVEMENT AND GROWTH DATA TO TEACHER-PREPARATION DATA

As part of New Jersey's State Fiscal Stabilization Fund (SFSF) application, we propose to calculate individual student-growth scores and to enable our data system to compile this information and connect it to individual teachers. By 2011-12, we will have established growth metrics that include our current statewide annual assessments, as well as statewide interim assessments (see B(3)) for non-tested grades and subjects. Also proposed in SFSF is the creation of Teacher and Course Modules. The Teacher Module will collect individual teacher-level data such as teaching assignment, highly-qualified status, and credentialing/preparation program information through the integration of K-12 education and the higher education system. The Course Module will collect enrollment information for each section of each class, so that NJDOE is able to link each student to each course and each teacher. This functionality will also allow New Jersey to create eTranscripts that compare students' course grades to their end-of-course assessments, and to ultimately study the relationship between students' course-taking patterns and their success in post-secondary institutions and in the workforce.

Importantly, at the state level, we will be able link student-level growth scores and other statewide assessments to teachers' preparation and credentialing programs. This functionality will allow us to follow recently-credentialed teachers into the workforce, tracking them by program, and to study their patterns of job attainment and their movement within and among the schools in which they teach, in order to determine what types of assignments they receive, how long they remain in an assignment, and how well they do. Furthermore, for all teachers, we will be able to use this data to study the effectiveness of teacher-preparation programs in terms of teacher longevity in the workforce, student-level outcomes, and success with various types of course content and/or student populations.

The data system will begin operating in the 2012-13 school year, and the data will be reported publicly for each credentialing program in the State in the following year (2013-14).

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(ii) NEW JERSEY WILL EXPAND PREPARATION PROGRAMS PROVEN TO BE SUCCESSFUL AT PRODUCING EFFECTIVE TEACHERS

New Jersey will work with the State Board to propose regulations to establish a Preparation Program Effectiveness Evaluation Committee (PPEEC) to develop an evaluation scale that includes key indicators of success in preparation programs. Such indicators will include multiple measures of student achievement, measures of candidates' knowledge of the relevant course content and their pedagogical knowledge, a metric assessing the strength of candidates' clinical experience, and an assessment of the preparation program's systemic use of data for continuous improvement. Once this evaluation system is established, NJDOE will use the system to evaluate teacher- and school-leader-preparation programs in the State.

The committee will include key education stakeholders from institutes of higher education, leaders of nontraditional or alternative-route preparation programs,

superintendents, teachers, school leaders, and national accrediting organizations. New Jersey will work with the State Board to include in the proposed regulations that a draft of the effectiveness evaluation system, including the metrics proposed and the weighting system to be employed, will be shared for comment, before its adoption, with both traditional and non-traditional programs. This process will allow the PPEEC to solicit ideas from a wide range of national and local experts in order to align the evaluation of preparation programs with national and state standards, as well as with the educational goals of New Jersey. The Office of Professional Learning Standards will be responsible for coordinating the work of the committee. Our goal is for the effectiveness evaluation rating system to be designed by February 2011 and subject to approval by the Commissioner.

Once the effectiveness evaluation framework is adopted, the NJDOE will have a consistent metric to determine which preparation programs are successful at producing effective teachers and principals. Programs exhibiting particular success -- such as, for example, success in specific subject areas -- will be identified, and they will be examined in order to discern the correlating success factors.

In the 2013-14 school year, NJDOE will be able to draw upon two consecutive years of effectiveness data and will publish the complete range of effectiveness data for all preparation programs in order to further program transparency, to allow prospective applicants to make informed decisions, and to provide LEAs with important information about where to recruit teachers and principals. We will also work to ensure that prospective students receive this information, so that they will have the opportunity to attend the best possible programs.

The transparency of the data relating to the programs will help provide necessary information on what programs should be scaled up -- possibly to a state-wide level -- as well as what programs should be changed. To expand those preparation programs that produce effective teachers and principals, NJDOE will provide incentive grants funded through RTTT-state-funds that will allow the scaling-up of effective traditional and alternative programs, or will expand successful preparation partnerships with LEAs.

Once the effectiveness evaluation system is fully operation, NJDOE will work with the State Board of Education to propose amendments to the regulations regarding the Program Approval Council (N.J.A.C. 6A:9-10.1 et seq.) to include the effectiveness evaluation data in the review of preparation programs and a significant factor in their recommendations regarding program approval status. As a result, the PAC will take significant actions with respect to reforming or eliminating preparation programs that consistently fail to produce effective teachers.

As the effectiveness evaluation system is designed and implemented, New Jersey will continue improving preparation programs, as well as working to expand effective ones. We will collaborate with traditional- and alternative-preparation programs and routes. Our goals in this collaboration will be to ensure that training on the use of the Curriculum and Assessment Spine (see B(3)) is embedded into teacher-preparation programs in advance of the student-teacher experience, and to ensure that incoming teachers are better-prepared for their classrooms by being equipped with the tools and pedagogic routines that are necessary to support student achievement in reading and mathematics. New Jersey will also leverage existing efforts to have the State Program Approval Council (PAC) embed the Curriculum and Assessment Spine in content-specific standards for preparation programs and LEAs. With these efforts, new teachers will receive the same professional learning that their more-experienced peers are receiving in school settings.



TIMELINES

Section D4: Timeline and Responsible Parties		
Action Steps	Timeline	Responsible Parties
Begin to embed the curriculum spine in teacher- and principal-preparation programs	October 2010	NJDOE Division of Professional Excellence, Program Approval Council
Embed the curriculum spine in all teacher- and school-leader preparation programs	2010-11; 2011-12	NJDOE Division of Professional Excellence, Program Approval Council
Following the release of the New Jersey	February 2011	NJDOE Division of

teacher and school-leader evaluations, begin the development of an evaluation system for teacher and school-leadership programs.		Professional Excellence, Program Approval Council
Release first draft of the evaluation framework for teacher and school-leadership programs, provide a 45 day-long public-comment period and solicit expert comments.	April 2011	NJDOE Division of Professional Excellence, PPEEC
Develop a revised draft of the preparation program evaluation system, followed by a second one-month public-comment period and expert review.	June 2011	NJDOE Division of Professional Excellence, PPEEC
The final preparation program evaluation system rating system will be established.	September 2011	NJDOE Division of Professional Excellence, PPEEC
Each teacher and school leadership program will be evaluated, according to the evaluation system.	2013-14	NJDOE Division of Professional Excellence
The ratings of all teacher and school-leadership programs will be publicly and broadly announced	2013-14	NJDOE Division of Professional Excellence
The state-RTTT-funded incentive program for expanding successful LEA alternative programs will begin.	June 2014	NJDOE Division of Professional Excellence

PERFORMANCE MEASURES

Performance Measures	Actual Data: Baseline (Current school year or most	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher- preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	Data not available	Data not available	Data not available	Baseline	100%
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	Data not available	Data not available	Data not available	Baseline	100%
The data on the links established between higher education and the NJDOE will not be available until the third year of this proposed work.					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	116*				

Total number of principal credentialing programs in the State.	19**	
Total number of teachers in the State.	114,109	
Total number of principals in the State.	4,083	
<p>*There are 24 traditional preparation programs and over 90 alternative routes (through different campuses and programs). A list of programs and categories is available in Appendix I.</p> <p>**There are 18 traditional leader-preparation programs and one alternative route – the EXCEL program –which is described in Section D.</p>		

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages



PROVIDING EFFECTIVE SUPPORT TO TEACHERS AND PRINCIPALS

- New Jersey ensures that all teachers and school leaders receive relevant, timely and sustained support from supervisors, content-focused instructional coaches, and teacher leaders to further develop effective professional-learning environments.
- New Jersey will also create networks of discipline-focused learning communities to build relationships across schools to study, reflect, and assess student work and instructional practice, both face-to-face and online.

New Jersey has spent the past decade developing a content-based, comprehensive, and rigorous professional-development system for all educators, including teachers and

school and LEA leaders, as they move across the continuum of practice from novice to veteran educator. We have created a school-based, collaborative professional-development-planning process, recognizing that the school is the locus of organizational change.

As part of RTTT, the State will have the opportunity to increase its capacity to directly provide or coordinate the delivery of face-to-face or online professional services, by implementing a technology platform to support asynchronous professional development. In addition, implementation of the Curriculum and Assessment Spine – a central theme of our proposal – will require new kinds of professional collaboration, new ways of working together, and a new platform for sustained adult learning.

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Professional Development for Teachers: An Integrated System of Learning

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State regulations require all teachers to accrue 100 hours of professional-development time every five years, which are tied to teacher evaluations (N.J.A.C. 6A:9-15.2). The regulations also require LEA- and school-based planning for professional learning, and call for teachers to play a key role in the design and review of school-based professional-learning opportunities that are specifically tied to student-learning results.

Professional Development for School and LEA Leaders (N.J.A.C. 6A:9-16)

The school-leader professional-development requirement calls for each school leader to develop a professional-growth plan every three years, by working with a team that supports his or her efforts through collegial reflection. This requirement aligns school leaders' learning with their professional standards, the professional-development standards, and each individual's professional-growth plan (PGP). Every three years, school leaders must provide evidence of plan fulfillment, including a narrative account of goals and their achievement, along with related documentation. The plans will be strengthened through expanded opportunities for collaborations among school leaders, with a particular focus on the Curriculum and Assessment Spine (see B(3)).

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Monitoring of the Professional-Development Planning Process

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Monitoring of the LEA professional-development plan is conducted in two ways: First, the LEAs and their schools are required to develop a sound evaluation process to examine the impact of professional development on teachers’ practice and students’ learning. Secondly, LEA professional-development plans are reviewed through the Quality Single Accountability Continuum (QSAC) at the state level, to ensure that the planning and implementation of professional development remains focused on improving student learning.

Individual teachers are asked to provide evidence of learning through their individual professional development plan (PDP), and to provide evidence of the implementation of what has been learned at the annual summary conference, for evaluation. Teachers’ learning is focused on student-learning needs and can be team-based to support collective goals, or differentiated to support the specific learning needs of the teacher.

An administrator’s professional learning is monitored annually through peer-review committees. While the professional learning of administrators is not tied to the annual evaluation process, the plan is reviewed and approved by the LEAs’ Chief School Administrator.

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PROVIDING EFFECTIVE, DATA-INFORMED PROFESSIONAL DEVELOPMENT

Through RTTT, New Jersey will provide significant professional-development services and support to assist participating LEAs in building the content and pedagogical knowledge of school leaders and teachers. Research suggests that effective teacher

learning focuses on academic content,¹ and emerging research suggests that effective teacher learning and instructional improvement also involves teachers actively working together and with experts to examine student work, identify effective instructional strategies, and establish a cycle of continuous improvement of teaching and learning.² There will be face-to-face, content-focused training for LEA supervisors and for principals at Regional Service Centers, and there will be ongoing online support for principals, supervisors, and teachers as they engage in formative assessment practices, data analysis to inform instruction, and ongoing modeling of effective collaborative processes.

Effective Professional Services to Build Teacher Knowledge and Skills

Emerging evidence shows that the continuous improvement of practice and student performance requires sustained and content-focused professional development for teachers. The professional development that will occur will be the result of sustained relationships among professionals in the context of specific schools and classrooms. Drawing upon the relevant research, we have outlined below the critical features of the effective professional services that will be provided:

¹ Yoon, Kwang-Suk, Teresa Duncan, Silvia Lee, Beth Scarloss, and Kathy Shapley (2007). *Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. (Issues & Answers report, REL 2007-No. 033)*. Washington, D.C.: U.S. Department of Education, Institute of Education Science, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Southwest.

² Darling-Hammond, Linda, Ruth Chung Wei, Aletha Andree, Nikole Richardson, and Stelio Orphanos (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad: Technical report*. Dallas: National Staff Development Council and The School Design Network at Stanford University.

- The adult-learning activity will be **content-based** — improving and deepening teachers’ knowledge of the content of the curriculum they teach. Teachers need to know the content they teach well, and also need to know about common student misconceptions or learning challenges. Professional services will be grounded in pedagogical routines associated with a specific content area, and will be supported by supervisors who are trained as instructional coaches, and teacher leaders who are skilled in adapting instruction in response to student misconceptions.
- The use of **evidence** in design. Employing evidence of the strengths and needs of learners in the setting, and evidence of what works that is drawn from research and clinical experience, enhances the likelihood that the professional development will contribute to better learning outcomes. We will provide teachers with models of effective practice and tools to improve their skills as diagnosticians, developers, and users of knowledge about their practice.
- The work will emphasize the **collective participation** of groups of teachers from the same school, department, or grade level. Research suggests that the most effective professional development is organized around groups of teachers from a school who share responsibility for the same children and/or subject. Our approach designs content-focused collaborative learning, led by instructional coaches and teacher-leaders, for all teachers across the grade levels within a given discipline. Over time, teachers will engage with teachers in other schools as well.
- There will be an emphasis on **active learning**, as suggested by research on adult learning. Teachers will be engaged in the meaningful analysis of teaching and learning -- for example, by scoring and analyzing student work, by developing and “perfecting” a standards-based curriculum unit, by sharing data and observing a lesson and reflecting on it, and by observing classroom practice or video of classroom practice, which will be stored and accessible in video libraries.
- **Coherence** will be created as teachers are exposed to the connections among student content and performance standards, instructional materials, local and state

assessments, school and LEA goals, and the development of a professional community.

- The active support of **school and LEA leaders is critical**. School leaders will participate in professional-development activities, in order to be able to support the use of the new knowledge and skills by teachers.

These features imply that professional services should be a serious business, be a product of thoughtful design, and be clear and compelling. From this perspective, if provided with rich opportunities to learn and with compelling rationales for engaging in these activities, teachers who are professionals should be expected to incorporate newly-acquired knowledge and skills into their classroom practices.

Delivering Curriculum-Focused and Sustained Professional Training through a Blended System

Relatively few LEAs are now equipped to provide the intensive curriculum-based and labor-intensive coaching, mentoring, and school-based work that is required for teachers to develop and deepen their subject-matter expertise and pedagogical-content knowledge. The Regional Centers will help equip the LEA teacher leaders and supervisors with the knowledge they need to provide customized and targeted professional development, based on specific teacher needs that are identified in each teacher’s evaluation. Participating LEAs will place a priority on assigning teacher leaders and supervisors as content-focused instructional coaches to our neediest schools, in order to bring the learning alive in the teachers’ professional communities.

Teachers and school leaders will be supported in improving their practice through attending face-to-face workshops, participating in professional-learning communities, engaging in asynchronous distance learning, and taking advantage of virtual collaborative environments. In New Jersey’s model, professional development for educators – at any level of the organization – will be rooted in practice and in the communities in which educators work. The focus will be on how educators analyze their practice against examples of “best practices” and principles and routines of effective instruction.

Instructional coaching will extend this training by providing on-site support and guidance. Ultimately, the collective work of supervisors, content-focused instructional coaches, and teacher-leaders will reduce teacher isolation, lead teachers to develop common habits of mind, and contribute to the development of a collaborative-learning community.

Face-to Face Professional Development for Teachers

Face-to-face professional services will include two modes: content-focused training, and data-centric training. Instructional coaches and teacher leaders will deliver content-specific professional development through face-to-face workshops and courses. Additionally, teacher leaders, instructional coaches, and supervisors will facilitate workshops to assist teachers in analyzing formative, end-of-unit, and summative assessment data, as well as adapting instruction based on student needs. These data-centric workshops for teachers are designed to foster a culture of data-informed decision-making throughout the school and LEA.

Asynchronous Distance Learning

To extend the reach of face-to-face professional development, web-based modules will be accessible to teachers and school leaders throughout the school year, to provide ongoing support to individual teachers and teams as they roll out the concepts they have learned in face-to-face workshops. Online training modules will be structured around readings, discussion forums, and online conversations with colleagues and experts in the field, which will address common questions and challenges that educators face. In addition, participants will have access to a library of online resources regarding the content and pedagogical routines that are embedded in exemplar lessons. Finally, modules will have strands for the instruction of students with disabilities, English-language-learners, and students of poverty, and will include strategies for effective instruction and assessment that are aligned to content standards.

Collaborative Real-Time Feedback by Video

Video provides an excellent medium for teacher learning—both to view exemplar lessons and to receive feedback on personal practice. The professional-services system will include interactive video features that allow teachers to participate in virtual classrooms where they engage as learners in exemplar lessons. Teachers will also be able to upload video of their own teaching and receive feedback from teacher leaders and instructional coaches on their actual classroom practice. Video recording of classroom instruction, for feedback during or after the conclusion of the lesson, will encourage teachers to collectively observe and examine the pedagogical routines associated with particular content, and share their observations and suggestions with a larger network.

Support for Data Analysis

Research has shown the importance of school staff’s using multiple sources of data to identify and monitor student learning challenges and successes. Teachers and school leaders will be provided with tools, resources, and training that will promote their ability to “dig deeply” into the data to find causal relationships. The curriculum-focused and sustained professional training will produce much data about teaching and learning, including answers to formative assessments, student work, and classroom observations, and it is important to know how to analyze such data in ways that are productive for both teachers and students. There will be tools on the IIS to help analyze such data, and the instructional coaches will also be available to offer assistance in understanding, analyzing, and applying the lessons to be learned from this information.

Instructional Coaches

Research has shown that content-focused coaching is a professional-development model that can improve instruction and promote student achievement by supporting teachers in delivering and reflecting on rigorous, standards-based lessons.³ Such content-focused coaching helps to expand the capacity of an LEA by assisting teachers in developing their

³ *Matsumura, L.C. (2009)*

practice. In New Jersey, certificated supervisors will provide targeted, content-based professional development, both onsite and through the online system. Highly-effective practicing teachers will have the opportunity to take on additional responsibilities by becoming teacher leaders who provide instructional leadership, as needed, for specific targeted content areas (e.g. algebra , Shakespeare units). Both certificated supervisors and teacher leaders will become well-versed in the pedagogy and content routines that are illustrated by the exemplar lessons.

In order to ensure a high degree of specialized support to teachers, schools will have access to expertise in all core content areas (English/language arts, mathematics, and science, at a minimum). New Jersey will initially train teacher leaders selected from LEAs and supervisors as content-focused instructional coaches in participating LEAs. After the roll-out of the proposed state-level evaluation system, highly-effective teachers in participating LEAs may also be selected to serve as instructional coaches. Instructional coaches will be members of the school-leadership team who take an active role in improving classroom instruction and intervention by sharing their expertise through training and in-class support.

Over the next three-to-six months, New Jersey will work with the LEAs to design an efficient selection, training, distribution, and accountability system for teacher leaders and supervisors who serve as instructional coaches. All instructional coaches will be content-oriented, and will not be doing out-of-content coaching. Instructional coaches will apply for the position. Applicants will have to show that they meet the following requirements: formal education and required certifications, a Master's degree or equivalent experience in the content area, and 3-5 years teaching experience at the level at which the coach will work. The recruiting and hiring process will include a series of performance requirements, including the requirement that the applicant submit a writing sample and engage in an interview during which he or she will be asked about his or her views on the coach's role, and about a professional article he or she will have received in advance and been given the chance to read. They will also observe and respond to a video clip of a classroom lesson. Successful candidates will be those who demonstrate

the following proficiencies: strong pedagogical content knowledge, a reflective stance as a learner, and collaborative interpersonal skills.

Additionally, LEAs will work to leverage applicable intermediary educational units, statewide professional-development networks, and/or teacher unions to participate in the professional learning.

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BUILDING SOCIAL CAPITAL

New Jersey proposes to develop and implement a nested learning system of classroom and school supports that will include the pedagogical, social, and structural supports that are necessary for teachers to transform their teaching in core content areas. Such a system depends upon expanding forms of human capital (teacher knowledge and skills), social capital (supportive and demanding professional communities of practice), and organizational design (learning organizations characterized by distributed leadership). This practice of school-based inquiry teams -- where grade-level teachers meet regularly to discuss student learning problems, devise solutions, and test solutions in their classrooms -- has been proven to improve student outcomes.⁴

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Investing in Social Capital: Building Professional-Learning Communities and Placing Emphasis on Principal Network/Administrative Coaches

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Professional-learning communities (PLC) will build relationships across schools within the LEAs, treating school buildings as inter-related units. Accordingly, building and sustaining professional-learning communities will require LEA leadership to provide the

⁴ Gallimore, Ronald, Bradley Ermerling, William Saunders, and Claude Goldenberg (2009). *Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. The Elementary School Journal, 109(5):537-553.*

conditions, resources, infrastructure and accountability system that will be necessary to make the PLCs successful. NJDOE will work with participating LEAs to provide time for teachers and school leaders to collaborate, identify coordinators among supervisors and teacher leaders who are skilled in both content and pedagogy, and set shared expectations for academic rigor.

The PLCs will focus on discipline-based content; therefore, the core group of participants will teach in the same academic area (e.g., English/language arts, mathematics, or science) or grade-level, and relationships among PLCs will be built within content areas. In accordance with their focus on content, PLCs will be centered on the teacher-identified gateway aspects of the grade-level curriculum (as outlined in Section B). Between face-to-face meetings, PLCs will collaborate using virtual tools such as online discussions, blogs, wikis, and shared online resources. Teachers will also engage in organized visits through school Learning Walks, in which participants spend five-to-ten minutes in each of several classrooms looking at student work and classroom artifacts, and observing instruction through the eyes and voices of students. These Learning Walks will be part of the work of a nested learning community, and will support a recursive process of constantly improving and refining instruction through professional-development and study. Such a design -- which builds social capital through professional communities of practice, and supports the collective review of student work -- has been correlated with higher teacher satisfaction and retention, higher student engagement, greater student commitment to learning, and higher student achievement.

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LEA Collaborative Networks

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Within each participating LEA, teacher leaders will be responsible for leading a core PLC of cross-grade content-area teachers within each school. Depending on the grade level, teachers may be members of one or more content area groups. LEA curriculum specialists and Instructional Coaches will also facilitate the sharing, development, and refinement of evidence-based practice through cross-school content groups. Both teacher

leaders and school leadership teams will engage in an LEA-wide collaborative network to more effectively and efficiently support and grow great teachers by carefully evaluating program-implementation and results.

MEASURING EFFECTIVENESS

Classroom practice measures, analyzed in combination with interim assessments, will provide relevant and timely information to adapt professional services to meet the specific needs of teachers and students. With classroom-observation protocols and formative and through-course assessment measures to capture student academic growth, we will have schools and LEAs track student performance by classroom teacher, by the quality of instruction, and by the professional development in which the teacher actively participated. Accordingly, we will have the necessary tools to engage in a rigorous review of the impact of professional services on classroom practice, and the effects that practice changes have on student achievement. In the long run, it is the lessons that emerge from this holistic data set that will enable the state and the LEAs to shift attention and resources to the methods and approaches that will best help children succeed.

The NJDOE will provide systems to track the professional development in which teachers and school leaders are engaged, track the fidelity of their participation, and enable evaluations of services. They will also work in collaboration with participating LEAs, teachers, and national leaders to design transparent evaluations of professional services, including professional-learning communities. Participating LEAs will also be expected to use effectiveness information to improve and scale professional-development programs that have proven to be successful in meeting teacher and school-leader needs.

SPECIFIC ACTION STEPS

NJDOE will take each of the following specific action steps:

- Train a cadre of highly-effective supervisors to become more highly-skilled, content-focused instructional coaches to support the collective study of lessons, student work, and students' formative-assessment data.
- Implement a blended professional-development system that couples face-to-face professional development, led by content-focused instructional coaches and teacher leaders, with asynchronous and virtual learning environments.
- By means of virtual and face-to-face environments, provide support for school leaders and teachers to learn from master teachers through real-time video, and to engage in a collaborative analysis of exemplar units' pedagogy and content.
- Provide substantive, content-focused professional-development tools and resources for school leaders and teachers on evidence-based pedagogical routines that have been demonstrated to have a large effect on student achievement.
- Develop a nimble technology platform that will support online Professional Communities of Practice and real-time knowledge-management that is responsive to student and teacher needs.
- Work with schools and LEAs to create the conditions necessary for a robust network of Professional Learning Communities, to allow for the collaboration and sharing of best practices and to grow social capital throughout the LEAs and throughout the state.
- Provide substantive, content-focused professional development to teachers and school leaders on evidence-based pedagogical routines that have been demonstrated to have a large effect on student achievement.
- By means of face-to-face and virtual environments, work with teachers to use instructionally-relevant information to support their students and select high-quality and effective instructional tools and approaches.

The NJDOE will expect participating LEAs to:

- Modify school schedules to provide common planning time by grade-level and/or subject area for lesson study, collective review of student work, and review of students' formative-assessment data.

- Design and support professional-learning communities, with instructional coaches and teacher leaders, focused on disciplinary content and charged with studying, applying, and reflecting on the implementation of content tools, lesson observations, and student work.
- Evaluate professional development based on student results and changes in classroom or leadership practices.
- Create environments in which teachers and school leaders use instructionally-relevant information to alter their instruction, in order to better support their students, and to better select high-quality and effective instructional tools and approaches.

		Assessments
Pilot full evaluation system and accompanying professional development	September 2011	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Measure impact of social capital tools to create environments in which teachers and school leaders use instructionally-relevant information to alter instruction through professional learning environment survey (D(3)); Widely publish and disseminate lessons learned	September 2011 - ongoing	Office of Professional Induction, Development, Evaluation & Certification
Training for highly-effective teachers in evaluation pilot LEAs to become content-focused instruction coaches, teacher leaders, and mentors	July - August 2012	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Full implementation of the evaluation system and accompanying professional development	September 2012	Office of Professional Induction, Development, Evaluation & Certification
Launch collection of video clips from highly-effective teachers for collaborative review and discussion,	September 2012	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Launch tools for instructional coaches and teacher leaders to upload actual classroom practice for review by teacher teams and coaches	September 2012	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Develop online modules to support ongoing learning and collaboration	October 2012	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Measure effectiveness of professional development to improve classroom and leadership practices using evaluation system metrics in pilot LEAs; Widely publish and disseminate lessons learned/	October 2012 - ongoing	Evaluation system pilot LEA superintendents, school leaders, instructional coaches with support from the Office of Professional Induction, Development, Evaluation & Certification
Recruit and select highly-effective teachers from LEAs to receive additional professional responsibility training and commensurate compensation to serve as teacher leaders/instructional coaches	July-August 2013	Office of Professional Induction, Development, Evaluation & Certification, selected contractor
Teachers and school leaders design professional-development plans on the basis of effectiveness evaluations	July-August 2013	LEA superintendents, supervisors, school leaders, teachers

