



Date: June 2, 2021
To: Chief School Administrators, Charter School and Renaissance School Project Leads
Route To: All District Principals, Assistant/Vice Principals and Teaching Staff Members
From: Lisa J. Gleason, Ed.D., Assistant Commissioner
Division of Academics and Performance

Educator Evaluation and Professional Development End-of-Year Reminders

This memo is intended to remind districts of important end-of-year evaluation and professional development (PD)-related procedures.

- Evaluation Scoring:** As announced on [January 13](#) and [February 10](#), 2021, pursuant to [Executive Order 214](#), measures of student achievement **will not count** toward any educator’s summative score for School Year 2020-2021. As a reminder, see the chart below for 2020-2021 evaluation component weights. Information on the evaluation data submission process through the Evaluation Information System (EIS) will be released shortly.

Educator Type	Evaluation Component Weights
Teacher	<ul style="list-style-type: none">Practice Score: 100% (as measured by traditional observations and/or portfolio process)
Principal/Assistant Principals/Vice Principals	<ul style="list-style-type: none">Practice Score: 90%Administrator Goals: 10%
Other Certificated Staff Members	<ul style="list-style-type: none">Practice Score: 100%

- Professional Development:** Each educator must complete at least 20 hours of professional development each school year. An educator’s professional development plan (PDP) should be considered a “living document” that can be revised during the year to be responsive to changing needs. See [PDP resources](#) for more information on developing a professional development plan.
- Corrective Action Plans (CAPs):** Educators whose summative evaluation scores fall below 2.65 are to be placed on a CAP. Requirements for the development and implementation of CAPs and requirements for teaching staff on a CAP are set forth in [N.J.A.C. 6A: 10-2.5](#). This includes an extra observation, a mid-year evaluation, and the duties of the School Improvement Panel (ScIP) in ensuring the CAP process is being properly implemented.
- Professional Responsibilities:** Districts have local flexibility in the use of the state-approved evaluation instruments. District policies and procedures will vary across the state due to the variety of instruments used and the way in which they are utilized. Educators must follow local procedures pertaining to this portion of evaluation procedure.

5. Provisional Certification: Provisional teachers must meet all mentoring and evaluation requirements in order to obtain standard certification. This includes that candidates must be:

- a. Mentored for a minimum of 30 weeks by a certified teacher in the district. Mentoring requirements are located at the [Educator Mentoring and Induction Support webpage](#).
- b. Evaluated based on the evaluation instrument utilized in the district/school in which they are working. In addition, candidates must receive two effective or highly effective final ratings, one per year within a three-year span.

Contact information

For further questions, please contact edueval@doe.nj.gov.

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