

Chapter 10 Proposal to Readopt with Amendments

Division of Academics and Performance

February 5, 2020



Please note that this PowerPoint presentation has been modified from its original version to be more accessible.

Chapter 10: Readoption Proposal

- The Department
 - proposed to readopt the chapter with minor amendments
 - signaled willingness to propose additional amendments if public testimony pointed out additional areas warranting regulatory change
 - proposes additional amendments today, based on public testimony.



Previously Proposed Amendments

Rule	Proposed Text	Rationale
<p><i>N.J.A.C. 6A:10-7.3(a)1</i> Principal practice instrument</p>	<p>The principal practice instrument approved by the Department shall meet the following criteria:</p> <ol style="list-style-type: none"> 1. Incorporate domains of practice and/or performance criteria that align to the 2015 Professional Standards for Educational Leaders developed by the National Policy Board for Educational Administration (NPBEA) 	<p>The 2015 Professional Standards for Educational Leaders (PSEL). N.J.A.C. 6A:9-3.4 define the professional standards for school leaders in New Jersey.</p>
<p><i>N.J.A.C. 6A:10-2.1(c)</i> Evaluation of teaching staff members</p>	<p>Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.</p>	<p>Aligns with the annual evaluation survey submission timeline, and the Evaluation Instrument Request for Qualifications submission date</p>



Additional Amendments Proposed Based on Recent Public Testimony

The amendments being introduced today fall in 3 buckets:

- Corrective Action Plans
- School Improvement Panels
- Components of the Teacher Evaluation Rubric



Corrective Action Plans

- Corrective Action Plans (CAPs) are required for all staff members rated Ineffective or Partially Effective on their last annual summative evaluation.
- **Currently regulations require the following:**
 - CAPs for all ineffective or partially effective staff be in place by October 31 of the school year
 - If the teaching staff member does not agree with the content of the corrective action plan, the designated supervisor is empowered to make the final determination on the content.
- **The Department proposes to:**
 - Require the CAP to be in place earlier in the year
 - Ensure an additional administrator is involved in settling a dispute related to the content of the CAP



Additional Amendments Proposed Based on Recent Public Testimony continued 1

Rule	Proposed Text	Rationale
<i>N.J.A.C. 6A:10-2.5(a)</i> Corrective Action Plans (CAP) for all Teaching Staff	In accordance with N.J.A.C. 6A:10-2.4(b), school districts shall create and implement a policy establishing a process for appeals when a teacher and the designated supervisor disagree about the corrective action plan's content. The policy shall not allow the final determination regarding a disputed corrective action plan to be made solely by the designated supervisor.	It is important to have a clearly defined appeals process in the event of a disagreement regarding the CAP, which describes the actions and supports to assist the educator to improve. This will help ensure a CAP is fair and produces the desired outcome



Additional Amendments Proposed Based on Recent Public Testimony continued 2

Rule	Proposed Text	Rationale
<p><i>N.J.A.C. N.J.A.C. 6A:10-2.5(b)</i> Corrective Action Plans (CAP) for all Teaching Staff</p>	<p>The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within 25 teaching staff member working days following September 1 in the school year following the year of evaluation.</p>	<p>Requiring the CAP to be discussed and developed earlier in the school year will allow more time for the educator to complete the action plan.</p>



School Improvement Panels

- The School Improvement Panel's (ScIP) role is to ensure, oversee, and support the implementation of the district's evaluation, professional development (PD), and mentoring policies at the school level.
- The District Evaluation Advisory Committee (DEAC) was a district-level committee that advised on the implementation of AchieveNJ.
- **Currently regulations require the following:**
 - DEAC has sunsetted and there is no longer a requirement for a committee to serve in an advisory or oversight capacity on the implementation of AchieveNJ.
 - Every school in each district in the state is required to annually establish and convene a ScIP.
 - There is no requirement on the amount of times a ScIP must meet.
- **The Department proposes to:**
 - Establish a frequency for ScIPs to meet (3x/year)
 - Promote intra-district consistency of implementation by requiring an annual meeting (in addition to the 3 required above) in which the ScIP teams are collectively assembled for the purpose of discussing district policy and practice.



Additional Amendments Proposed

Based on Recent Public Testimony continued 3

Rule	Proposed Text	Rationale
<p><i>N.J.A.C. 6A:10-3.1(e)</i> School Improvement Panel (ScIP) Membership</p>	<p>Department proposes new N.J.A.C. 6A:10-3.1(e) to require the School Improvement Panel shall meet at least three times during each school year. The school district's administration also shall hold an annual meeting consisting of representatives from each building's School Improvement Panel to engage building-level input on school district policies and practices.</p>	<p>Requiring ScIPs to meet a minimum of three times per year is an effective practice in fulfilling the ScIP's responsibilities, which include overseeing the mentoring of teachers, ensuring corrective action plans are implemented with fidelity and identifying professional development opportunities for staff.</p> <p>Requiring an annual meeting to discuss evaluation policy and practice and consisting of representation from each building's ScIP, will promote intra-district consistency.</p>



Weighting the Components of a Teacher's Evaluation

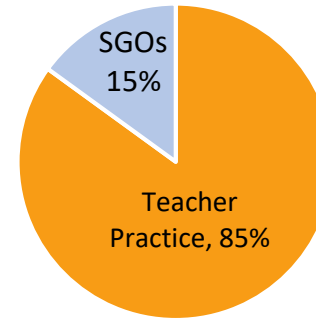
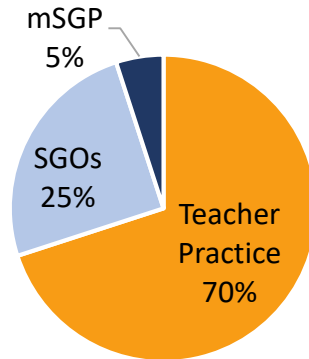
Tested Grades and Subjects

Teachers in Grades 4 to 8, Language Arts Literacy and Grades 4 to 7, Mathematics (about 16% of Teachers)

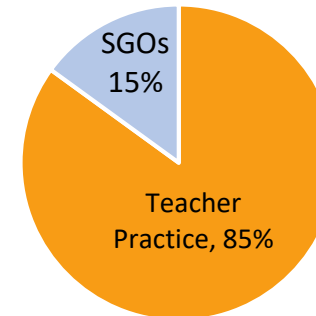
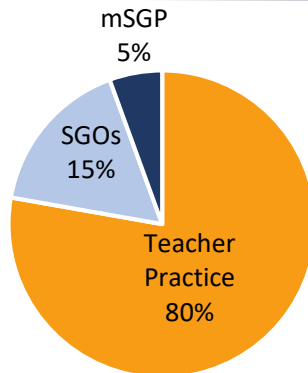
Non-Tested Grades and Subjects

Teachers Outside of Grades 4 to 8, Language Arts Literacy and 4 to 7 Mathematics

Current Regulations



Proposed Regulations



Additional Amendments Proposed Based on Recent Public Testimony continued 4

Rule	Proposed Text	Rationale
<p><i>N.J.A.C. 6A:10-4.1(d)1</i> Weighting the Components of a Teacher's Evaluation</p>	<p>If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least 20 percent and no more than 50 percent of a teacher's evaluation rubric rating as determined by the Department.</p>	<p>Reducing the minimum student achievement component to 20 percent will create equity for both teachers of tested and non-tested subjects and grade levels, enabling each group to have 15 percent of their final evaluation be composed of the student growth objective (SGO) portion of their summative score.</p>

