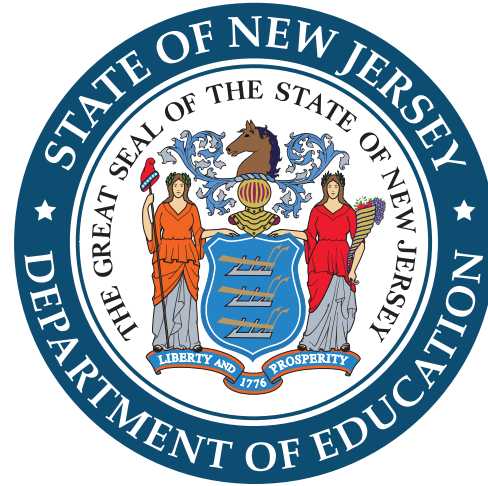




New Jersey Department of Education

Chapter 10, Educator Evaluation

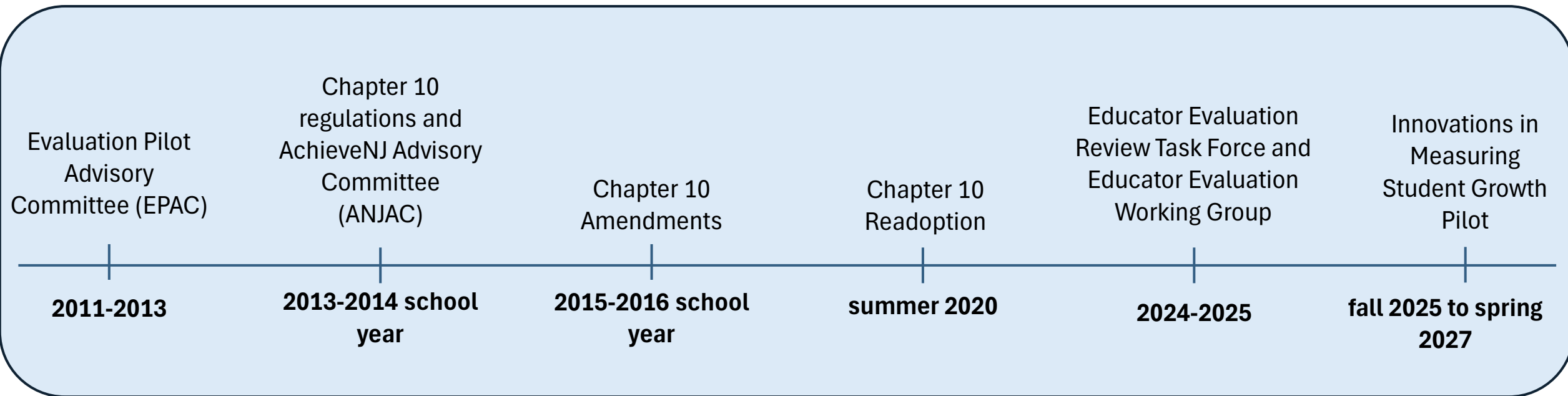
Proposed Readoption with Amendments

September 9, 2026

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Educator Evaluation: A Brief History

Unanimously approved by the State Legislature in 2012, the Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act established a statewide educator evaluation system designed to boost student achievement by enhancing instructional quality.



Goal of the TEACHNJ Act

“The goal of this legislation is to raise student achievement by improving instruction through ***the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development***, and inform personnel decisions.”

---The TEACHNJ Act



A Reimagined Evaluation System:

Vision and Core Pillars

Vision: An evaluation framework that is integrated, authentic, collaborative, and explicitly focused on the continuous growth and development of New Jersey's educators.



The Transformation of the Student Achievement Requirement



The Alignment of Conferences with Professional Growth



The Evolution of Observation Protocols



First Pillar:

Transformation of the Student Achievement Requirement



Objective: Replace the legacy student growth objective (SGO) model with “measures of student learning,” a definition and associated processes directly aligned to both the letter and intent of TeachNJ Act.

- Updating the regulatory definition
- Aligning student achievement with professional development goals
- Restructuring the design of the student achievement measurement



Updating the Regulatory Definition: Proposed Definition



Current: Student Growth Objectives

- Defined as an academic goal set for groups of students.
- Focused on a prescriptive goal-setting and scoring process

Proposed: Measures of Student Learning

- Directly adopts much of the statutory terminology from the TEACHNJ Act.
- Specifically broadens the definition to provide a more global way of measuring student achievement:
 - Teacher-set goals
 - Performance assessments (student portfolios, project-based tasks, problem-solving protocols, internships)
 - School district-established and standardized assessments (local benchmarks, common assessments)



Aligning Student Achievement with Professional Development Goals: Proposed Development Requirements



Current: Student Growth Objectives

- Standalone academic targets separate from broader professional growth goals.
- Development tied specifically to the SGO definition.

Proposed: Measures of Student Learning

1. Direct alignment to professional development:
 - Measures of student learning are explicitly informed by individual Professional Development Plans (PDPs).
 - Designed to connect student learning to team, school, or districtwide growth priorities.
2. Option for shared schoolwide measures:
 - Schoolwide measures may satisfy one or both required measures of student learning for all applicable staff.
 - The School Improvement Panel (ScIP) develops the identification and scope of the shared measure, with Chief School Administrator approval.



Restructuring the Design of the Student Achievement Measurement: Proposed Approval and Adjustment Periods



Current: Student Growth Objectives

- Approval Deadline: Objectives and scoring criteria must be determined and recorded by October 31.
- Fixed Adjustment Window: Adjustments restricted to on or before February 15, regardless of instructional context.

Proposed: Measures of Student Learning

1. Flexible setting of targets & data sources
 - Maintains core approval by October 31.
 - Targets, scoring criteria, or data sources may be finalized after October 31 with supervisor
2. Removal of the February 15 deadline
 - Adjustments permitted anytime during the school year as warranted by data, shifting student populations, or instructional changes.



Second Pillar:

Alignment of Conferences with Professional Growth



Objective: Establish a unified annual planning cycle that synchronizes evaluation processes with professional development designed to drive continuous growth.

- Bolstering professional conversations
- Providing additional support where it is needed the most



Bolstering Professional Conversations: Proposed Conference Requirements



Pre-conferences

- Focuses the pre-conference on the teacher's individual professional development goals.
- Connects goals directly to the upcoming lesson or future lesson planning.

Post-conferences

- Continues the focus on the professional development of the teacher.
- Reviews evidence showing how the teacher applied professional development goals in practice.

Summary Conferences

- Closes the continuous feedback loop at the end of the year.
- Identifies preliminary professional development goals for the subsequent school year based on evaluation results.



Providing Additional Support Where it is Needed the Most: Proposed Comprehensive Strategy Session



- Comprehensive strategy session:
 - A targeted planning conference between an educator and their designated supervisor.
 - Explicitly aligns PDP or Corrective Action Plan (CAP) goals with specific indicators on the educator practice instrument.
- Educators on a Corrective Action Plan (CAP):
 - Ensures targeted areas of improvement are directly connected to practice indicators from day one.
- Educators in their first year in the district:
 - Directly aligns with Chapter 9C requirements by providing structured, individualized support right at the start of employment.



Third Pillar:

Evolution of Observation Protocols



Objective: Revitalize observation protocols to ensure feedback is grounded in authentic evidence and meaningful professional dialogue.

- Valuing innovation
- Offering a streamlined option for highly effective educators



Valuing Innovation:

Proposed Processes Designed to Anchor Growth in Observations



Flexible Scoring

- Grants Chief School Administrators the discretion to determine whether individual observations receive a numerical score.
- Ensures the final annual summative rating is still based on a complete evaluation of the teaching practice instrument.

Evidence Collection

- Broadens the post-observation conference discussion to include optional artifacts demonstrating the application of professional development and growth.
- Focuses conversations on identifying specific strategies to support continued instructional progress.



Offering A Streamlined Option for Highly Effective Educators: Proposed Addition to the Highly Effective Educator Option



Dual-Fulfillment for Approved Activities:

- A Commissioner-approved activity which incorporates student growth may satisfy one required Measure of Student Learning (upon mutual agreement).

Reducing Redundancy & Honoring Practice:

- Allows a single high-leverage activity to integrate a teacher's practice with evidence of student growth.



Strategic Local Implementation Support: Proposed Reinstatement of the DEAC

- Challenge:
 - Transitioning to an evaluation system that is integrated, authentic, collaborative, and explicitly focused on the continuous growth of educators requires structured, representative oversight at the local level.
- Solution:
 - Temporarily reinstate the District Evaluation Advisory Committee (DEAC) as a mandatory local governance body for a two-year "reset" period.
 - Transition the DEAC back to an optional body after two years once the updated local evaluation systems have had the time to be culturally and operationally embedded.
- Reason:
 - The DEAC establishes a dedicated forum for a districtwide conversation to examine current evaluation policies and strategically embed the new regulatory amendments and accompanying guidance.



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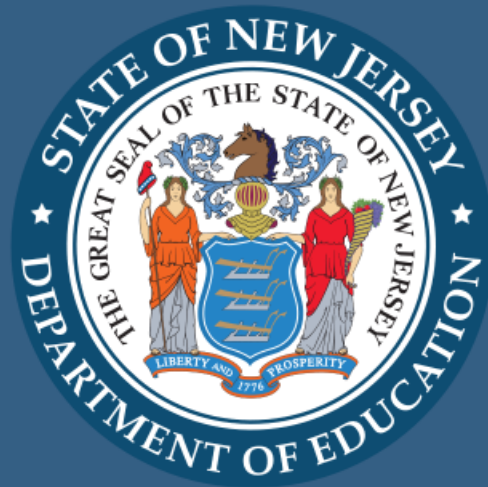
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