

**Policy**

PRINCIPAL EVALUATION

The board of education believes that the evaluation of effective leadership and administration practices improves success in the achievement of the educational goals of this district, including student achievement of the Common Core State Standards for mathematics and language arts and literacy and the Core Curriculum Content Standards. The board shall implement an effective system for the evaluation of principals, assistant principals, and vice-principals. The purpose of this evaluation shall be to promote professional excellence and improve the skills of principals, assistant principals and vice-principals; improve pupil learning and growth; and provide a basis for the review of performance. The board is committed to establishing educator evaluation rubrics for the evaluation of administrative staff members' effectiveness to further the development of a professional corps of State educators and to increase student achievement. The district evaluation system shall facilitate:

- A. Continual improvement of leadership and instruction;
- B. Meaningful differentiation of performance using four performance levels;
- C. Use of multiple valid measures in determining performance levels, including objective measures of student performance and measures of professional practice;
- D. Evaluation of principals, assistant principals and vice-principals on a regular basis;
- E. Delivery of clear, timely and useful feedback, including feedback that identifies areas for growth and guides professional development; and
- F. District personnel decisions.

Training

Principals, assistant principals and vice principals shall be provided:

- A. Training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals. Training shall be provided before the observer conducts his or her first observation for the purpose of evaluation;
- B. Annual updates and refresher training on the teacher and principal practice instruments. Training shall be provided for any supervisor who will observe teaching and/or principal practice for the purpose of increasing accuracy and consistency among observers.

Principal Evaluation

Principals, vice principals, or assistant principals shall be evaluated according to an evaluation rubric. The evaluation rubric shall be submitted to the Commissioner by June 1 for approval by August 1 of each year.

The components of the principal evaluation rubric shall apply to teaching staff members holding the position of principal, vice principal, or assistant principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

PRINCIPAL EVALUATION (continued)A. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2 including:

1. The median school wide student growth percentile measure; and/or
2. The measure of the average student growth objective for all teachers; and
3. The measure of the administrator goals which shall be developed in consultation with their supervisor and specific and measurable to his or her job description. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal's personnel file by October 15 of the school year.

## B. Measures of principal practice including the following components:

1. A measure determined through a Commissioner-approved principal practice instrument; and
2. A leadership measure determined through the Department-created leadership rubric.

Principal practice component rating shall be based on the measurement of the principal, assistant principal, or vice principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

Leadership practice shall be determined by a score on a leadership rubric, which will assess the principal, vice-principal, or assistant principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department of Education's website and annually maintained.

Principal, Assistant Principal, and Vice Principal, and Supervisor Observations

The chief school administrator, or his or her designee, shall conduct observations for the evaluation of principals. The chief school administrator shall be trained according to law on the components of the evaluation rubric including student achievement measures and all aspects of the practice instrument.

A principal, or a chief school administrator or his or her designee, shall conduct observations for the evaluation of assistant principals and vice principals.

For the purpose of collecting data for the evaluation of a principal, assistant principal, or vice principal or **supervisor**, an observation may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

Each tenured principal, assistant principal, and vice principal shall be observed at least two times during each school year. Each non-tenured principal, assistant principal, and vice principal, **and supervisor** shall be observed at least three times during each school year, as required by N.J.S.A. 18A:27-3.1.

A post-observation conference shall follow each observation. The post-observation conference shall consist of a meeting, either in-person or remotely, between the evaluator and the principal, assistant principal, or vice-principal **or supervisor** for the purpose of evaluation to discuss the data collected in the observation.

Post-observation conferences shall include the following procedures:

- A. The supervisor who is present at the observation shall conduct a post-observation conference with the principal, assistant principal, or vice principal **or supervisor** being observed. A post-observation conference shall occur no more than 15 teaching staff member working days following each observation;
- B. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the principal, assistant principal, or vice principal, **or supervisor's** individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness;

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- C. With the consent of the observed principal, assistant principal, or vice principal **or supervisor**, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication;
- D. One post-observation conference may be combined with the principal, assistant principal, or vice principal **or supervisor's** annual summary conference as long as it occurs within the required 15 teaching staff member working days following the observation.
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal **or supervisor** who was observed;
- F. The principal, assistant principal, or vice principal **or supervisor** shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

An additional observation and post-observation conference shall be required as part of the corrective action plan for any principal, assistant principal or vice-principal **or supervisor** who has been rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics.

Professional Development Plans

The chief school administrator shall oversee and review for each principal and supervisor, professional development that links to individual, school, and district professional development goals and the school district's professional development plan.

The principals and supervisors shall fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan that:

- A. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning (N.J.A.C. 6A:9-15.3);
- B. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principals, or supervisors;
- C. Identifies professional goals that address specific individual, school, or district goals; and
- D. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

If a principal, assistant principal or vice-principal has a corrective action plan, the corrective action plan shall replace content of the individual professional development plan until the next annual summary conference.

*Note: see board policy 4131/4131.1 Staff Development*

Corrective Action Plans

A corrective action plan shall be developed for each principal, assistant principal or vice-principal **or supervisor** rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics. The plan shall be developed by the principal, assistant principal or vice-principal evaluated and the chief school administrator or principal's, assistant principal's or vice-principal **or supervisor's** supervisor.

A chief school administrator, or his or her designee, and the principal, as appropriate, shall conduct a mid-year evaluation of any principal, assistant principal, or vice principal who is evaluated as ineffective or partially effective in his/her most recent annual summative evaluation. If the corrective action plan was created before

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the start of the year, the mid-year evaluation shall occur before February 15; if the corrective action plan was created after the start of the academic year, the mid-year evaluation shall occur before the annual summary conference. The mid-year evaluation shall include, at a minimum:

- A. One observation in addition to the observations required for the regular evaluation process;
- B. One post-observation conference in addition to the post-observation conferences required for the regular evaluation process. During this post-observation conference progress toward the principal's, assistant principal's or vice principal's goals outlined in the corrective action plan shall be reviewed.

The content of the corrective action plan shall replace the content of the individual professional development plan until the next annual summary conference.

Records

All information contained in written performance reports and all information collected, compiled, and/or maintained by employees of the district for the purposes of conducting the educator evaluation process pursuant to this chapter shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in this section shall be construed to prohibit the Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

NJSBA Review/Update:  
Adopted: December 2013

Key Words

Evaluation, Principal Evaluation, Personnel Evaluation, Principal, Assistant Principal, Vice-Principal Evaluation, **Supervisor Evaluation** Rubric

<b>Legal References:</b>	<p><u>N.J.S.A. 18A:4-15</u>  <u>N.J.S.A. 18A:4-16</u>  <u>N.J.S.A. 18A:6-10 et seq.</u>    <u>N.J.S.A. 18A:6-117 et seq.</u>  <u>See particularly:</u>  <u>N.J.S.A. 18A:6-119</u>  <u>N.J.S.A. 18A:6-120</u>  <u>N.J.S.A. 18A:6-121</u>  <u>N.J.S.A. 18A:6-122</u>  <u>N.J.S.A. 18A:6-123</u>  <u>N.J.S.A. 18A:27-3.1</u>          through -3.3  <u>N.J.S.A. 18A:27-10 et seq.</u>    <u>N.J.S.A. 18A:28-5</u>  <u>N.J.S.A. 18A:29-14</u>  <u>N.J.A.C. 6:30-2.1(a)8</u>  <u>N.J.A.C. 6A:9-15.1 et seq.</u>  <u>See particularly:</u>  <u>N.J.A.C. 6A:9-15.7</u>    <u>N.J.A.C. 6A:9-15.8</u>    <u>N.J.A.C. 6A:10-1.1 et seq.</u>  <u>See particularly:</u>  <u>N.J.A.C. 6A:10-1.2</u></p>	<p>General rule-making power          Incidental powers conferred          Dismissal and reduction in compensation of persons under tenure in public school system          Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT          Definitions relative to the TEACHNJ Act          School improvement panel          Evaluation of principal, assistant principal, vice-principal          Annual submission of evaluation rubrics          Review, approval of evaluation rubrics          Non-tenured teaching staff; observation and evaluation; conference; purpose          Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31          Tenure of teaching staff members          Withholding increments; causes; notice of appeals          Purpose and program descriptions          Required professional development for teachers and school leaders          Implementation of professional development requirement for school leaders          Requirements for school leader professional development in ethics, law and governance          Educator effectiveness            Definitions</p>
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PRINCIPAL EVALUATION (continued)

<u>N.J.A.C. 6A:10-2.2</u>	Duties of district boards of education
<u>N.J.A.C. 6A:10-5.1 et seq.</u>	Components of principal evaluation
<u>See particularly:</u>	
<u>N.J.A.C. 6A:10-5.1 through -5.3</u>	Components of principal evaluation rubrics
<u>N.J.A.C. 6A:10-5.4</u>	Principal, assistant principal and vice-principals observations
<u>N.J.A.C. 6A:32-5.1 et seq.</u>	Standards for determining seniority

**Possible****Cross References:**

*2131	Chief school administrator
*4112.6/4212.6	Personnel records
*4115	Supervision
*4116	Evaluation
*4117.41	Nonrenewal
*4131/4131.1	Staff development; in-service education/visitations/conferences
*4215	Supervision
*4216	Evaluation
*4231/4231.1	Staff development; in-service education/visitations/conferences
*6143.1	Lesson plans

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

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PRINCIPAL EVALUATION

Teaching and Principal Evaluation Rubrics

The teaching and principal evaluation rubrics selected by the district shall meet the following minimum standards (N.J.S.A. 18A:6-123):

- A. Four defined annual ratings: ineffective, partially effective, effective, and highly effective;
- B. The evaluation rubric must be partially based on multiple objective measures of student learning that assess student growth over a period of time;
- C. The district may determine the methods for measuring student growth, in grades in which a state test is not required;
- D. Multiple measures of practice and student learning are used in conjunction with professional standards of practice using a comprehensive evaluation process in rating effectiveness with specific measures and implementation processes;
- E. Standardized assessments shall be used as a measure of student progress but shall not be the predominant factor in the overall evaluation of a teacher;
- F. The rubric is based on the professional standards for that employee;
- G. The performance measures used in the rubric are linked to student achievement;
- H. The employee receives multiple observations during the school year which shall be used in evaluating the employee;
- I. At each observation of a teacher, either the principal, his designee who is employed by the district in a supervisory role and capacity, and who possesses a school administrator certificate, principal certificate, or supervisor certificate, the vice-principal, or the assistant principal shall be present. The staff member who will be observing shall receive training on the use of the teaching practice observation instrument. The training shall be completed before the evaluator conducts the observation;
- J. An opportunity for the employee to improve his effectiveness from evaluation feedback;
- K. Guidelines for staff training on the use of the educator practice evaluation instrument to support its implementation, and guidelines for the demonstration of competence in the use and implementation of the educator practice evaluation instrument;
- L. A process for ongoing monitoring and calibration of the observers to ensure that the observation protocols are being implemented correctly and consistently;
- M. A performance framework, associated evaluation tools, and observation protocols, including training and observer calibration resources; and
- N. A process for ensuring that the results of the evaluation help to inform instructional development.

As part of the teacher evaluation rubric and the principal evaluation rubric, the board shall approve and adopt both teacher and principal practice evaluation instruments that appear on an approved list provided by the Department of Education.

PRINCIPAL EVALUATION (regulation continued)Measurements of the Principal Evaluation RubricA. Measures of student achievement (N.J.A.C. 6A:10-5.2)

1. The school-wide student growth percentile, where applicable, of all students assigned to the principal;
2. The average of the student growth objective scores of every teacher assigned to the principal; and
3. Administrator goals set by principals, vice principals, and assistant principals in consultation with their supervisor which shall be specific and measurable, based on student growth and/or achievement data.

## B. Measures of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument.

Each measure shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric shall apply. The Department of Education shall provide on its website the required percentage weight of each measure. All components shall be worth the percentage weights or fall within the ranges specified in law (N.J.A.C. 6A:10-5.1c) and board regulation 2130 Principal Evaluation.

Student Growth Percentiles

The student growth percentile (SGP) is a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years. Student growth percentile can only be calculated in schools that have grades 4 through 8 which are subject to the New Jersey Statewide assessments (see 4116 Teacher Evaluation, Regulation for more specific information on SGP).

The median of all qualifying student growth percentile (SGP) scores in a principal's school will be used in principal evaluation. Principals will be broken into 3 categories:

- A. Multi-Grade SGP Schools – 2 or more SGP grades in school
- B. Single-Grade SGP Schools – 1 SGP grade in school
- C. Non-SGP Schools – No SGP grades in school

Average Student Growth Objective Scores

The average student growth objective (SGO) scores of all teachers, as described in law and board policy and regulation (N.J.A.C. 6A:10-4.2(e)); see 4116 Teacher Evaluation, policy and regulation for more specific information on SGO) shall be a component of the principal's annual summative rating. The average student growth objective scores for assistant principals or vice principals shall be determined according to the following procedures:

- A. The principal, in consultation with the assistant principal or vice principal, shall determine prior to the start of the year, which teachers, if not all teachers in the school, shall be linked to the assistant principal and vice principal's average student growth objective score.
- B. If the assistant principal or vice principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the principal shall make the final determination.

PRINCIPAL EVALUATION (regulation continued)Administrator Goals for Principals, Assistant Principals, or Vice Principals or Supervisors

Administrator goals for principals, assistant principals, or vice principals **or supervisors** shall be developed and measured according to the following procedures:

- A. The chief school administrator shall determine for all principals, assistant principals, or vice principals **or supervisors**, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By April 15 prior to the school year the evaluation rubric applies, the Department of Education shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals;
- B. Principals, assistant principals, or vice principals **or supervisors** shall develop in consultation with their supervisor, each administrator goal. Vice principals and assistant principals shall set goals specific to his or her job description or adopt the same goals as his or her principal. If the principal, assistant principal, or vice principal **or supervisor** and his or her supervisor do not agree upon the student growth objectives, the supervisor shall make the final determination;
- C. Administrator goals and the criteria for assessing performance based on those objectives shall be determined and recorded in the principal, vice principal, or assistant principal **or supervisor's** personnel file by October 15 annually;
- D. The administrator goal score shall be calculated by the supervisor of the principal, vice principal or assistant principal **or supervisor**. The principal, vice principal, or assistant principal **or supervisor's** administrator goal score, if available, shall be discussed at his or her annual summary conference;
- E. A written evaluation report shall be signed by the supervisor who conducted the observation and post-observation and the principal, assistant principal, or vice principal **or supervisor** who was observed;
- F. The principal, assistant principal, or vice principal **or supervisor** shall submit his or her written objection(s) of the evaluation within 10 working days following the conference. The objection(s) shall be attached to each party's copy of the annual written performance report.

Percentage Weight Range of Evaluation Rubric Components

Each measure of student growth shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By April 15 prior to each school year the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each measure. All components shall be worth the following percentage weights or fall within the following ranges:

- A. The median student growth percentile (SGP), where applicable (principals, vice principals, and assistant principals **and supervisors** with administrative responsibilities for grades 4-8) shall be at least 20 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- B. Measure of average student growth objective (SGO) for all teachers shall be at least 10 percent and no greater than 20 percent of evaluation rubric rating as determined by the Department of Education;
- C. Measure of administrator goal, as described above, shall be no less than 10 percent and no greater than 40 percent of evaluation rubric rating as determined by the Department of Education;
- D. Measure of principal practice based on performance observation conducted and calculated according to the district's Commissioner approved principal practice instrument, shall be 30 percent of evaluation rubric rating;
- E. Measure of leadership practice, shall be 20 percent of evaluation rubric rating. Leadership practice shall be determined by a score on the Department of Education created leadership rubric and will assess the principal's, vice principal's or assistant principal **or supervisor's** ability to improve student achievement and teaching staff member effectiveness through identified leader behavior.



PRINCIPAL EVALUATION (regulation continued)

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

The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

Adopted: December 2013

Legal References

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PRINCIPAL EVALUATION

**QSAC Monitored:**

DPR: Instruction and Program – 17a  
SOA: Personnel – 4

**Mandated:**

N.J.S.A. 18A:6-116 defines "teaching staff member" as a member of the professional staff of any district or regional board of education, or any board of education of a county vocational school, holding office, position or employment of such character that the qualifications, for such office, position or employment, require him/her to hold a valid and effective standard, provisional or emergency certificate, appropriate to his/her office, position or employment, issued by the State Board of Examiners and includes a school nurse and a school athletic trainer.

N.J.A.C. 6A:10-1.2 defines a "teaching staff member" as professional staff of any district or regional board of education, or any county vocational school district board of education, holding office, position, or employment of such character that the qualifications for such office, position, or employment require him or her to hold a valid, effective, and appropriate standard, provisional, or emergency certificate issued by the State Board of Examiners. Teaching staff members include the positions of school nurse and school athletic trainer. There are three different types of certificates that teaching staff members work under:

1. An instructional certificate (holders of this certificate are referred to in this chapter as "teachers");
2. Administrative certificate; and
3. Educational services certificate.

N.J.A.C. 6A:10-2.4(b) requires written policy on the annual evaluation of all teaching staff which includes principals, assistant principals, and vice principals by definition. The policy and procedures shall include a description of:

1. Evaluation rubrics for all teaching staff members;
2. Roles and responsibilities for implementation of evaluation policies and procedures;
3. Job descriptions and evaluation criteria based upon school district goals, student achievement, instructional priorities, and the evaluation regulations set forth in this chapter;
4. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the processes for observations for the purpose of evaluation and post-observation conference(s) by the teaching staff member's supervisor, or his or her designee;
5. The process for preparation of individual professional development plans; and
6. The process for preparation of an annual written performance report by the teaching staff member's supervisor, or his or her designee, and an annual summary conference between the teaching staff member and his or her supervisor, or the supervisor's designee.

**Other Reasons:**

N.J.S.A. 18A:6-123 requires the Commissioner of Education shall review and approve evaluation rubrics

submitted by school districts; and requires the State Board of Education to promulgate regulations setting standards for the approval of evaluation rubrics for teachers, principals, assistant principals, and vice-principals.

N.J.A.C. 6A:9-15.7 requires that the chief school administrator, principals, and supervisors fulfill the professional development requirement through the creation, implementation, and completion of a professional development plan.

N.J.A.C. 6A:10-2.2(b and c) requires that each district board of education provide training on the teacher and principal practice instruments and annually provide updates and refresher on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.

N.J.A.C. 6A:10-5.1 details the components that make up the principal evaluation rubric on which the performance level of principals, assistant principals and vice-principals will be measured including measures of student achievement and measures of principal practice.

N.J.A.C. 6A:10-5.1 details the requirements and procedures for observations and post-observation conferences that are part of principal evaluations. Observations include, but are not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

N.J.A.C. 6A:10-2.5(l) describes the requirements for a corrective action plan for any principal, assistant principal and vice-principal who is evaluated as ineffective or partially effective in his/her most recent annual summative evaluation.

#### **Recommendation:**

A policy governing evaluation of all certified staff except the chief school administrator, who is dealt with in a separate policy. A statement of philosophy of evaluation should be included. The policy should address:

1. Training requirements;
2. Evaluation procedures as detailed in N.J.A.C. 6A:10-5.1;
3. Measures of student achievement;
4. Principal practice instruments;
5. Observation and observation conferences;
6. Professional Development Plans;
7. Corrective Action Plans

The policy should direct the chief school administrator to develop regulations in compliance with law. The chief school administrator may consult with the District Advisory Committee and/or the School Improvement Panel in the review of policies and procedures for principal evaluation. These should include but not be limited to roles and responsibilities for implementation; development of job descriptions and evaluation criteria, including pupil progress related to local goals, objectives and priorities; methods of collecting data; number of observations and conferences; use of district administrative and supervisory staff to observe and evaluate principals, assistant principals and vice-principals at least the legally mandated minimum of two times a year for tenured staff and three times a year for nontenured staff; professional development standards for school leaders; individual professional improvement plans aligned to these professional standards; distribution of policy and procedures to staff.

<b><u>Legal References:</u></b>	<u>N.J.S.A. 18A:4-15</u>	General rule-making power
	<u>N.J.S.A. 18A:4-16</u>	Incidental powers conferred
	<u>N.J.S.A. 18A:6-10 et seq.</u>	Dismissal and reduction in compensation of persons under tenure in public school system
	<u>N.J.S.A. 18A:6-117 et seq.</u>	Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) ACT
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:6-119</u>	Definitions relative to the TEACHNJ Act

<u>N.J.S.A.</u> 18A:6-120	School improvement panel
<u>N.J.S.A.</u> 18A:6-121	Evaluation of principal, assistant principal, vice-principal
<u>N.J.S.A.</u> 18A:6-122	Annual submission of evaluation rubrics
<u>N.J.S.A.</u> 18A:6-123	Review, approval of evaluation rubrics
<u>N.J.S.A.</u> 18A:27-3.1 through -3.3	Non-tenured teaching staff; observation and evaluation; conference; purpose
<u>N.J.S.A.</u> 18A:27-10 <u>et seq.</u>	Nontenured teaching staff member; offer of employment for next succeeding year or notice of termination before May 31
<u>N.J.S.A.</u> 18A:28-5	Tenure of teaching staff members
<u>N.J.S.A.</u> 18A:29-14	Withholding increments; causes; notice of appeals
<u>N.J.A.C.</u> 6:30-2.1(a)8	Purpose and program descriptions
<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required professional development for teachers and school leaders
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:9-15.7	Implementation of professional development requirement for school leaders
<u>N.J.A.C.</u> 6A:9-15.8	Requirements for school leader professional development in ethics, law and governance
<u>N.J.A.C.</u> 6A:10-1.1 <u>et seq.</u>	Educator effectiveness
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:10-1.2	Definitions
<u>N.J.A.C.</u> 6A:10-2.2	Duties of district boards of education
<u>N.J.A.C.</u> 6A:10-5.1 <u>et seq.</u>	Components of principal evaluation
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:10-5.1 through -5.3	Components of principal evaluation rubrics
<u>N.J.A.C.</u> 6A:10-5.4	Principal, assistant principal and vice-principals observations
<u>N.J.A.C.</u> 6A:32-5.1 <u>et seq.</u>	Standards for determining seniority

**Possible**

**Cross References:**

*2131	Chief school administrator
4000	Concepts and roles in personnel
4010	Goals and objectives
*4112.6	Personnel records
*4115	Supervision
*4116	Evaluation of teaching staff members
*4117.41	Nonrenewal
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4212.6	Personnel records
*4215	Supervision
*4216	Evaluation
*4231/4231.1	Staff development; inservice education/visitations/conferences
*6143.1	Lesson plans

\*Indicates policy is included in the Critical Policy Reference Manual.