

# ASSEMBLY, No. 2837

## STATE OF NEW JERSEY 219th LEGISLATURE

INTRODUCED FEBRUARY 20, 2020

**Sponsored by:**

**Assemblywoman MILA M. JASEY**

**District 27 (Essex and Morris)**

**Assemblywoman VALERIE VAINIERI HUTTLE**

**District 37 (Bergen)**

**Co-Sponsored by:**

**Assemblyman Caputo**

**SYNOPSIS**

Limits use of student progress on standardized assessments to no more than 10 percent of overall evaluation.

**CURRENT VERSION OF TEXT**

As introduced.



(Sponsorship Updated As Of: 4/9/2020)

1 **AN ACT** concerning evaluations of certain teaching staff members  
2 and amending P.L.2012, c.26.

3

4 **BE IT ENACTED** *by the Senate and General Assembly of the State*  
5 *of New Jersey:*

6

7 1. Section 17 of P.L.2012, c.26 (C.18A:6-123) is amended to  
8 read as follows:

9 17. a. The Commissioner of Education shall review and  
10 approve evaluation rubrics submitted by school districts pursuant to  
11 section 16 of P.L.2012, c.26 (C.18A:6-122). The board of education  
12 shall adopt a rubric approved by the commissioner.

13 b. The State Board of Education shall promulgate regulations  
14 pursuant to the "Administrative Procedure Act," P.L.1968, c.410  
15 (C.52:14B-1 et seq.), to set standards for the approval of evaluation  
16 rubrics for teachers, principals, assistant principals, and vice-  
17 principals. The standards at a minimum shall include:

18 (1) four defined annual rating categories for teachers, principals,  
19 assistant principals, and vice-principals: ineffective, partially  
20 effective, effective, and highly effective;

21 (2) a provision requiring that the rubric be partially based on  
22 multiple objective measures of student learning that use student  
23 growth from one year's measure to the next year's measure;

24 (3) a provision that allows the district, in grades in which a  
25 standardized test is not required, to determine the methods for  
26 measuring student growth;

27 (4) a provision that multiple measures of practice and student  
28 learning be used in conjunction with professional standards of  
29 practice using a comprehensive evaluation process in rating  
30 effectiveness with specific measures and implementation processes.  
31 Standardized assessments shall be used as a measure of student  
32 progress but shall not **【be the predominant factor in】** account for  
33 more than 10 percent of the overall evaluation **【of a teacher】**;

34 (5) a provision that the rubric be based on the professional  
35 standards for that employee;

36 (6) a provision ensuring that performance measures used in the  
37 rubric are linked to student achievement;

38 (7) a requirement that the employee receive multiple  
39 observations during the school year which shall be used in  
40 evaluating the employee;

41 (8) a provision that requires that at each observation of a  
42 teacher, either the principal, his designee who shall be an individual  
43 employed in the district in a supervisory role and capacity and who  
44 possesses a school administrator certificate, principal certificate, or  
45 supervisor certificate, the vice-principal, or the assistant principal  
46 shall be present;

**EXPLANATION** – Matter enclosed in bold-faced brackets **【thus】** in the above bill is  
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

1 (9) an opportunity for the employee to improve his effectiveness  
2 from evaluation feedback;

3 (10) guidelines for school districts regarding training and the  
4 demonstration of competence on the evaluation system to support  
5 its implementation;

6 (11) a process for ongoing monitoring and calibration of the  
7 observations to ensure that the observation protocols are being  
8 implemented correctly and consistently;

9 (12) a performance framework, associated evaluation tools, and  
10 observation protocols, including training and observer calibration  
11 resources;

12 (13) a process for a school district to obtain the approval of the  
13 commissioner to utilize other evaluation tools; and

14 (14) a process for ensuring that the results of the evaluation help  
15 to inform instructional development.

16 c. A board of education shall adopt a rubric approved by the  
17 commissioner by December 31, 2012.

18 d. Beginning no later than January 31, 2013, a board of  
19 education shall implement a pilot program to test and refine the  
20 evaluation rubric.

21 e. Beginning with the 2013-2014 school year, a board of  
22 education shall ensure implementation of the approved, adopted  
23 evaluation rubric for all educators in all elementary, middle, and  
24 high schools in the district. Results of evaluations shall be used to  
25 identify and provide professional development to teaching staff  
26 members. Results of evaluations shall be provided to the  
27 commissioner, as requested, on a regular basis.

28 f. The commissioner shall establish a model evaluation rubric  
29 that may be utilized by a school district to assess the effectiveness  
30 of its teaching staff members.

31 (cf: P.L.2012, c.26, s.17)

32  
33 2. This act shall take effect immediately and shall first apply to  
34 the 2020-2021 school year.  
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37 STATEMENT  
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39 Current law provides that students' progress on standardized  
40 assessments will be a factor in teachers' evaluations, but may not be  
41 the predominant factor. This bill specifies that student progress on  
42 standardized assessments may not account for more than 10 percent  
43 of the evaluations for teachers, principals, assistant principals, and  
44 vice-principals.