
Transylvania County Board of Education Planning Retreat

Monday, February 1, 2010

North Carolina Teacher Evaluation Process

- I. Background
 - a. Revised North Carolina Professional Teaching Standards
 - b. North Carolina Teacher Evaluation Process – McREL Pilot
 - c. North Carolina Teacher Evaluation Process – Statewide Implementation Timeline
- II. Local Implementation Timeline
 - a. 2009-10: Planning and Preparation
 - b. 2010-11: Operational Implementation
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- IV. Policy GCN
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- V. Questions, Answers, and Related Discussion
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North Carolina Professional Teaching Standards



North Carolina
Professional Teaching Standards
Commission

*“For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a star in every classroom.”*

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.





STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.


Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct



STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice



Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

III STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

IV STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction



Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE



Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data



**NORTH CAROLINA
PROFESSIONAL TEACHING STANDARDS
COMMISSION MEMBERS, 2006-2008**

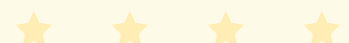
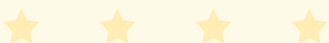
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North Carolina Teacher Evaluation Process

Local Training Overview

Transylvania County Schools
October 21, 2009

Project Update

- Concurrent activities
 - Policy development
 - Standards training
 - Evaluation process training
- Time line for the remainder of the 2009-10 school year
- Role of district administrators and principals

Monthly Training Time Line

- October: Project update, time line, and *Frequently Asked Questions*
- November: Training, Standard 1 (“Leadership”)
- December: Training, Standard 2 (“Learning Environment”)
- January: Training Standard 3 (“Content”)
- February: Training, Standard 4 (“Learning”)
- March: Training, Standard 5 (“Reflection”)
- April - May:
 - Local evaluation policy (district administrators → principals → teachers)
 - Orientation to the teacher evaluation process (Moodle → teachers)
 - On-site observer / evaluator training (district trainers → principals, designees, and peer observers)

Frequently Asked Questions [attached]

Other Questions and Discussion

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3
4
5
6 Knowing that optimum student learning is the direct result of excellent teaching, the
7 Transylvania County Board of Education supports a process that focuses on the
8 continuous education and evaluation of professional educators. To this end, the Board
9 of Education's Professional Educator Evaluation Process for professional employees
10 will comply with all applicable rules and regulations adopted by the State Board of
11 Education.

12
13 In addition to the foregoing, the overall training and evaluation of professional
14 educators shall include the following factors and principles:

- 15
16 • The Superintendent can place a professional educator on a Directed Growth Plan
17 with just cause with written notification at any time during the school year.
- 18
19 • A professional educator's performance is based upon all of their actions
20 undertaken within the course and scope of their employment. In all employment
21 actions, the Superintendent and/or principal will give consideration to all
22 written commendations, accolades, warnings, directives, and/or other
23 documentation in the professional educator's personnel file.
- 24
25 • Principals shall direct teachers to appropriate educational and/or training
26 opportunities to address any identified teaching weaknesses on a case-by-case
27 basis.
- 28
29 • Nothing herein shall limit in any way the right of the Superintendent to take
30 immediate disciplinary action, up to and including a recommendation for
31 termination, when necessary.

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41 APPROVED BY BOARD

42 AND EFFECTIVE 3/7/88

43 REVISED 12/17/90, 9/9/96, 12/10/97, 6/4/01, 11/17/08

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48

49 **PART 1: THE NORTH CAROLINA TEACHER EVALUATION PROCESS**

50

51 **DEFINITIONS**

52

53 Career teacher: a teacher who has achieved career status as an employee of the
54 local board of education pursuant to *North Carolina General Statute* (NCGS) §
55 115C-325

56

57 Long observation: a formal observation of professional practice in the
58 instructional setting lasting at least forty-five minutes or an entire class period

59

60 Probationary teacher: a teacher who has not achieved career status as an
61 employee of the local board of education and who is therefore appointed on the
62 basis of an annual employment contract issued pursuant to NCGS § 115C-325

63

64 Short observation: a formal observation of professional practice in the
65 instructional setting lasting at least twenty but fewer than forty-five minutes

66

67 Teacher: a licensed employee of the local board of education whose major
68 responsibility is to teach, or who directly supervises teaching, or who is classified
69 as a teacher by the State Board of Education, or who is paid as a classroom
70 teacher

71

72 **PURPOSE**

73

74 The intended purpose of the North Carolina Teacher Evaluation Process is to assess an
75 individual teacher's performance in relation to the North Carolina Professional
76 Teaching Standards and to design a plan for that teacher's professional growth. The
77 principal or principal's designee ("Principal" hereafter) will conduct the evaluation
78 process, and the teacher will actively participate in the evaluation process through self-
79 assessment, reflection, presentation of artifacts, and classroom demonstration(s).

80

81 The Transylvania County Board of Education hereby adopts the North Carolina
82 Professional Teacher Evaluation Process as its framework for the assessment of teaching
83 performance and development of aligned professional growth plans.

84

85 **PROCESS**

86

87 The North Carolina Teacher Evaluation Process shall include the following components:

88

89 Component 1: Training

90

91 Before participating in the North Carolina Teacher Evaluation Process, all teachers,
92 administrators, peer evaluators, and other observers must successfully complete
93 training on the evaluation process. Training opportunities shall be coordinated through
94 the Office of Human Resources.

95

96 Component 2: Orientation

97

98 Within two weeks of a teacher’s first day of work in any school year, the Principal shall
99 provide the teacher with a copy, or directions for obtaining a copy, of the following
100 documents and resources:

101

102 A. *The Rubric for Evaluating North Carolina Teachers*;

103

104 B. This policy; and,

105

106 C. A schedule for completing all the components of the evaluation process.

107

108 These documents and resources may be provided electronically.

109

110 Component 3: Teacher Self-Assessment

111

112 Using the *Rubric for Evaluating North Carolina Teachers*, the teacher shall rate his or her
113 own performance at the beginning of the school year and reflect on his or her
114 performance throughout the year. The teacher’s initial self-assessment shall be
115 completed on or before November 15 of each school year.

116

117 Component 4: Pre-Observation Conference

118

119 Before the first long observation of the school year, the Principal shall meet with the
120 teacher to discuss the teacher’s self-assessment based on the *Rubric for Evaluating North*
121 *Carolina Teachers*, the teacher’s most recent professional growth plan, and the lesson(s)
122 to be observed. The teacher will provide the Principal with a written description of the
123 lesson(s) to be observed. The goal of this conference is to prepare the Principal for the
124 observation. Pre-observation conferences are not required for subsequent observations,
125 though the Principal may elect to conduct additional pre-observation conferences on a
126 case-by-case basis in order to collect, review, share, or discuss additional information
127 about the teacher’s professional growth plan and lesson(s).

128 Component 5: Observations

129

130 A. Probationary Teachers

131

132 1. The Principal shall conduct at least three long observations of all
133 probationary teachers annually.

134

135 2. A peer observer shall conduct one long observation of a probationary
136 teacher annually.

137

138 3. The first observation of probationary teachers shall occur on or before
139 November 15; the second observation shall occur on or before January
140 15; the third observation shall occur on or before March 15; and, the
141 fourth observation shall occur on or before May 15.

142

143 B. Career Teachers

144

145 1. Career teachers shall be evaluated during the final school year of their
146 license renewal cycles as established by the North Carolina
147 Department of Public Instruction pursuant to policies adopted by the
148 North Carolina State Board of Education.

149

150 2. During the school year in which a career teacher's performance is
151 evaluated, the Principal shall conduct at least three observations, at
152 least one of which must be a long observation.

153

154 3. The first observation of career teachers shall occur on or before January
155 15; the second observation shall occur on or before March 15; and, the
156 third observation shall occur on or before May 15.

157

158 During observations, the Principal shall note the teacher's performance in relationship
159 to the applicable Standards on the *Rubric for Evaluating North Carolina Teachers*.

160

161 The Principal may elect, on a case-by-case basis, to conduct additional observations
162 and/or more frequent evaluations of probationary and career teachers in order to
163 remediate and support the improvement of performance that may fall below the
164 "Proficient" level in one or more of the Standards.

165

166 Component 6: Post-Observation Conference

167

168 The Principal shall conduct a post-observation conference no later than ten school days
169 after each long observation. During the post-observation conference, the Principal and

170 teacher shall discuss and document on the *Rubric* the strengths and weaknesses of the
171 teacher's performance during the observed lesson.

172

173 Component 7: Summary Evaluation Conference and Scoring the *Teacher Summary*
174 *Rating Form*

175

176 Following the final observation, the Principal shall consult with all observers in
177 formulating the teacher's summary evaluation. In developing the summary evaluation,
178 the Principal shall consider all information about the teacher's professional performance
179 collected throughout the school year, including direct observations of professional
180 practice. The Principal shall conduct a summary evaluation conference with the teacher
181 on or before the last workday of the school year.

182

183 During the summary evaluation conference, the Principal and teacher shall discuss the
184 teacher's self-assessment, the teacher's most recent Professional Growth Plan, the
185 components of the North Carolina Teacher Evaluation Process completed during the
186 year, classroom observations, artifacts submitted or collected during the evaluation
187 process, and other evidence of the teacher's performance on the *Rubric*.

188

189 At the conclusion of the North Carolina Teacher Evaluation Process, the Principal shall:

190

191 A. Assign a performance rating to each Element in the *Rubric*;

192

193 B. Provide a written comment for any Element marked "Not Demonstrated";

194

195 C. Assign an overall performance rating for each Standard in the *Rubric*;

196

197 D. Provide the teacher with the opportunity to add comments to the *Teacher*
198 *Summary Rating Form*;

199

200 E. Review the completed *Teacher Summary Rating Form* with the teacher;

201

202 F. Secure the teacher's signature on the *Record of Teacher Evaluation Activities* and
203 *Teacher Summary Rating Form*; and,

204

205 G. Submit the superintendent's copy of the *Record of Teacher Evaluation Activities*
206 and *Teacher Summary Rating Form* to the Office of Human Resources within
207 five calendar days of the summary evaluation conference date for inclusion in
208 the teacher's personnel file.

209

210 Component 8: Professional Development Plans

211

212 *Individual Growth Plans*

213

214 Teachers who are rated at least “Proficient” on all the Standards on the *Teacher Summary*
215 *Rating Form* shall develop an Individual Growth Plan designed to improve performance
216 on specifically identified Standards and Elements.

217

218 *Monitored Growth Plans*

219

220 A teacher shall be placed on a Monitored Growth Plan whenever he or she:

221

222 A. Is rated “Developing” on one or more Standards on the *Teacher Summary*
223 *Rating Form*; and,

224

225 B. Is not recommended for dismissal, demotion, or nonrenewal.

226

227 A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to
228 be improved, the goals to be accomplished, the activities the teacher should undertake
229 to achieve Proficiency, and a timeline that allows the teacher one school year to achieve
230 Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to
231 satisfy the requirements of NCGS § 115C-333(b).

232

233 *Directed Growth Plans*

234

235 A teacher shall be placed on a Directed Growth Plan whenever he or she:

236

237 A. Is rated:

238

239 1. “Not Demonstrated” on any Standard on the *Teacher Summary Rating*
240 *Form*; or,

241

242 2. “Developing” on one or more Standards on the *Teacher Summary*
243 *Rating Form* for two consecutive years;

244

245 B. And, is not recommended for dismissal, demotion, or nonrenewal.

246

247 The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to
248 be improved, the goals to be accomplished, the activities the teacher shall complete to
249 achieve Proficiency, and a timeline for achieving Proficiency within one school year or
250 such shorter time as determined by the Principal. A Directed Growth Plan that meets
251 those criteria shall be deemed to satisfy the requirements of NCGS § 115C-333(b).

252

253 Component 9: Effect on Licensing and Career Status

254

255 *Beginning Teachers*

256

257 Effective July 1, 2010, and pursuant to policy TCP-C-004 of the North Carolina State
258 Board of Education, beginning teachers must be rated “Proficient” on all five North
259 Carolina Professional Teaching Standards on the most recent *Teacher Summary Rating*
260 *Form* in order to be eligible for the Standard Professional II license.

261

262 *Probationary Teachers*

263

264 Effective July 1, 2010, and pursuant to policy TCP-C-004 of the North Carolina State
265 Board of Education, a Principal must rate a probationary teacher as “Proficient” on all
266 five North Carolina Professional Teaching Standards on the most recent *Teacher*
267 *Summary Rating Form* before recommending that teacher for election to career status
268 under NCGS § 115C-325.

269

270 **PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL**
271 **EVALUATION PROCESS**

272

273 **PURPOSE**

274

275 The intended purpose of the principal evaluation process is to assess the principal’s
276 performance in relation to the North Carolina Standards for School Executives in a
277 collegial and non-threatening manner. The principal will take the lead in conducting
278 the evaluation process through the use of self-assessment, reflection, and by gathering
279 input from the various stakeholders with an interest in the leadership in the school. The
280 input and evidence gathered by the principal is not intended to become part of a
281 portfolio. Rather, it should provide a basis for self-assessment, goal-setting,
282 professional development, and demonstration of performance on specific standards.

283

284 The Transylvania County Board of Education hereby adopts the North Carolina School
285 Executive: Principal Evaluation Process as its framework for the assessment of
286 principal performance and development of aligned professional growth plans.

287

288 **PROCESS**

289

290 The following steps outline the required elements of the principal evaluation process.

291

292 Step 1: Orientation

293

294 At the beginning of the school year, the superintendent or superintendent’s designee
295 (“Superintendent” hereafter) will conduct a group orientation with all of the district

296 principals. At this orientation, each principal will be provided a complete set of
297 materials outlining the evaluation process.

298

299 Step 2: Pre-Evaluation Planning

300

301 Principals will complete a self-assessment using the *North Carolina School Executive:*
302 *Principal Evaluation Rubric*. This self-assessment will serve as the basis for the
303 preliminary goals form, which should be completed prior to Step 3.

304

305 Step 3: Meeting Between Principal and Superintendent

306

307 Principals will meet individually with the Superintendent to discuss the results of the
308 self-evaluation, preliminary performance goals, and the evidence and data to be
309 gathered for the evaluation process. The principal and Superintendent will agree on the
310 data, evidence, and artifacts necessary to complete the evaluation process and confirm
311 the principal's level of performance.

312

313 Step 4: Data Collection

314

315 The principal will collect the data agreed upon in Step 3. These data may include the
316 artifacts listed for each standard on the rubric; feedback from parents, students, and the
317 school community; documentation of professional development completed during the
318 year; and, other data to document achievement of performance goals. The
319 Superintendent will visit the school during this period in order to observe the
320 environment and interact with teachers and other members of the school community.

321

322 Step 5: Mid-Year Evaluation Between Principal and Superintendent

323

324 Principals will meet individually with the Superintendent to discuss their progress
325 toward achieving their annual goals. This mid-year discussion will focus on the status
326 of goal attainment and mid-year adjustments to action plans that must be made in order
327 to achieve goals by the end of the school year.

328

329 Step 6: Prepare a Consolidated Performance Assessment

330

331 The principal will synthesize the information obtained under Steps 4 and 5 in order to
332 prepare a consolidated assessment or comprehensive view of performance throughout
333 the year. This brief summary of the data and artifacts used to judge performance
334 should be provided to the Superintendent well in advance of the performance
335 discussion at which final performance levels will be discussed.

336

337

338

339 Step 7: Meeting Between Principal and Superintendent

340
341 The principal and Superintendent will meet at the school to discuss progress in
342 completing the evaluation process. They will discuss the self-assessment, consolidated
343 assessment, and Superintendent’s summary evaluation of the principal, which have
344 been prepared in advance of the meeting. Should additional data or artifacts need to be
345 brought into the discussion, the principal will have them readily available to share at
346 that time. At this meeting, the principal and Superintendent will agree upon
347 performance goals and recommendations for the Professional Growth Plan.
348

349 **PART 3: THE CONTINUOUS IMPROVEMENT PROCESS FOR OTHER LICENSED**
350 **EDUCATORS**

351
352 All other licensed employees of the Transylvania County Board of Education shall
353 complete the local Continuous Improvement Process annually until such time as the
354 North Carolina State Board of Education establishes and adopts evaluation systems
355 aligned to the current professional standards of those roles.
356

357 **PROCESS**

- 358
- 359 1. At the beginning of the school year, each licensed educator following the
360 Continuous Improvement Process for the first time shall complete the *Continuous*
361 *Improvement Instrument (CII)* during an initial conference with the principal.
362
 - 363 2. The licensed educator shall review the CII and related *Self-Assessment Grid* with
364 the principal during an initial conference. The initial conference shall occur on or
365 before October 15.
366
 - 367 3. The licensed educator and principal shall decide the strategic priority and criteria
368 for the year’s focus during the initial conference. The conference will include,
369 but is not limited to, the licensed educator’s role in the district’s mission and
370 strategic priorities, school improvement plan, and/or grade level or
371 departmental goals. As a result of the conference, a measurable annual goal shall
372 be established. Measurable goals may be established in one of two ways:
373
 - 374 a. An annual goal may be written based on relevant data discussed during
375 the initial conference.
376
 - 377 b. An annual goal for professional growth may be established related to a
378 goal in alignment with the school improvement plan and the district’s
379 strategic plan.
380

- 381 4. The licensed educator shall collect evidences throughout the school year that
382 demonstrate progress toward meeting established CII goal(s).
383
- 384 5. The principal and/or principal's designee shall meet throughout the school year
385 to discuss progress. The principal and/or principal's designee shall document at
386 least three such interim conferences with the licensed educator throughout the
387 school year.
388
- 389 6. A mid-year peer review committee shall meet with the licensed educator to
390 assess progress. The mid-year peer review shall occur on or before January 15.
391 The peer review committee shall be comprised of at least two colleagues and will
392 be agreed upon by the teacher and principal during the initial conference.
393
- 394 7. Toward the end of the school year, the licensed educator shall complete the CII
395 *Self-Reflection Grid* to indicate the status of his or her established goal(s).
396
- 397 8. The principal shall conduct a summary review with the licensed educator to
398 reflect, review progress to date, and share documentation relevant to established
399 goal(s). Evidences gathered, information discussed in conferences, and a written
400 reflection on goal performance shall form the basis of the summary review. The
401 summary review shall occur on or before the last teacher workday of the school
402 year.
403
- 404 9. The *Results* section of the CII and a copy of CEU documentation shall be filed in
405 the licensed educator's personnel file.
406

407 **PART 4: DIRECTED GROWTH PLANS**

408

409 In addition to the foregoing provisions for professional performance evaluations, the
410 superintendent or superintendent's designee can establish a Directed Growth Plan to
411 remediate identified performance deficiencies at any time during the school year with
412 just cause and written notification to the licensed educator.
413

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418 Ref. N.C.G.S. §§ 115C-325, -333 (a, b, c)
419

420 APPROVED BY BOARD

421 AND EFFECTIVE 3/7/88

422 REVISED 2/4/91, 6/1/92, 9/9/96, 12/10/97, 6/4/01, 8/16/04, 5/1/06, 3/5/07,

423 11/17/08

Frequently Asked Questions

1. Why is there a new teacher evaluation system?

The new North Carolina Teacher Evaluation Process is the result of new professional standards developed by the State Board of Education in 2007. The current Teacher Performance Appraisal Instrument is not aligned to these new standards. Therefore, a new evaluation system was created.

2. I am not a teacher. Will I have a new evaluation system, too?

Yes. Eventually, there will be a new evaluation system for all licensed staff. Staff members will continue using current evaluation systems until new processes are in place.

3. How many observations will teachers receive and how often will they be evaluated?

While many details of our local policy have not yet been developed by the Board of Education, the state's policy says that probationary teachers will receive at least four observations per year. It has not yet been determined how frequently career status teachers will be evaluated.

However, the state policy calls for career status teachers to receive three observations in the year in which they are evaluated.

4. Who will conduct the observations?

The new state policy says that observations of career status teacher will be conducted by the principal (or principal's designee). Probationary teachers will be observed by the principal (or designee) and a peer teacher. The principal's designee may include an assistant principal, lead teacher, or central office administrator.

5. I have heard that teachers will need to keep a portfolio of documentation for this process. Is that true?

No. Documentation of a teacher's performance should come from the natural by-products of a teacher's work. Examples could include lesson plans, student work, student achievement data, and evidence of PLC and other professional development activities.

6. How long will each observation last?

There will be two types of observations. Short observations will a minimum of 20 minutes. Long observations will last a minimum of 45 minutes.

7. When will we see the new evaluation instrument?

The Rubric for Evaluating North Carolina Teachers will be disseminated widely and discussed during our training sessions with school staff members later in the school year. However, the document can be viewed online at

<http://www.dpi.state.nc.us/docs/profdev/training/teacher/formready-teacher-eval.pdf>

8. When will we begin using the new evaluation process?

The new system will be used starting with the 2010-2011 school year.

9. I was involved in the state's evaluation pilot a couple of years ago. Has anything changed since then?

The pilot administered for the state by McRel in 2007 was intended to test the validity of the evaluation rubric. Minor changes were made to the rubric's descriptors as a result of the pilot. The State Board of Education developed policy guidelines for how the system should be implemented across the state.

10. How and when will teachers learn more about the new evaluation system?

Training for principals and central office administrators will begin in October. Principals will receive training and in turn will provide training to teachers in their schools on a monthly basis. The first few months will focus on an understanding of the North Carolina Professional Teaching Standards. The last few months will focus on the evaluation process and time line.