

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

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3 **DEFINITIONS**

4
5 *Career teacher:* a teacher who has achieved career status as an employee of the local
6 board of education pursuant to *North Carolina General Statute (NCGS) § 115C-325*

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8 *Long observation:* a formal observation of professional practice in the instructional
9 setting lasting at least forty-five minutes or for an entire class period, whichever is longer

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

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

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18 *Teacher:* a licensed employee of the local board of education whose major responsibility
19 is to teach, or who directly supervises teaching, or who is classified as a teacher by the
20 State Board of Education, or who is paid as a classroom teacher

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22 **PURPOSE**

23
24 The intended purpose of the North Carolina Teacher Evaluation Process is to assess an individual
25 teacher’s performance in relation to the North Carolina Professional Teaching Standards and to
26 design a plan for that teacher’s professional growth. The principal or principal’s designee
27 (“Principal” hereafter) will conduct the evaluation process, and the teacher will actively
28 participate in the evaluation process through self-assessment, reflection, presentation of artifacts,
29 and classroom demonstration(s).

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

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35 **PROCESS**

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

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39 COMPONENT 1: TRAINING

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41 Before participating in the North Carolina Teacher Evaluation Process, all teachers,
42 administrators, peer evaluators, and other observers must successfully complete training on the

43 evaluation process. Training opportunities shall be coordinated through the Office of Human
44 Resources.

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46 COMPONENT 2: ORIENTATION

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

- 51
- 52 A. The *Rubric for Evaluating North Carolina Teachers*;
 - 53 B. This policy; and,
 - 54 C. A schedule for completing all the components of the evaluation process.
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56 These documents and resources may be provided electronically.

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58 COMPONENT 3: TEACHER SELF-ASSESSMENT

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

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65 COMPONENT 4: PRE-OBSERVATION CONFERENCE

66
67 Before the first long observation of the school year, the Principal shall meet with the teacher to
68 discuss the teacher’s self-assessment based on the *Rubric for Evaluating North Carolina*
69 *Teachers*, the teacher’s most recent professional growth plan, and the lesson(s) to be observed.
70 The teacher will provide the Principal with a written description of the lesson(s) to be observed.
71 The goal of this conference is to prepare the Principal for the observation. Pre-observation
72 conferences are not required for subsequent observations, though the Principal may elect to
73 conduct additional pre-observation conferences on a case-by-case basis in order to collect,
74 review, share, or discuss additional information about the teacher’s professional growth plan and
75 lesson(s).

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77 COMPONENT 5: OBSERVATIONS

- 78
- 79 A. Probationary Teachers
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 - 81 1. The Principal shall conduct at least three long observations of all probationary
 - 82 teachers annually.
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 - 84 2. A peer observer shall conduct one long observation of a probationary teacher
 - 85 annually.

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

B. Career Teachers

1. Career teachers shall be evaluated during the final school year of their license renewal cycles as established by the North Carolina Department of Public Instruction pursuant to policies adopted by the North Carolina State Board of Education.
2. During the school year in which a career teacher’s performance is evaluated, the Principal shall conduct at least three observations, at least one of which must be a long observation.
3. The first observation of career teachers shall occur on or before January 15; the second observation shall occur on or before March 15; and, the third observation shall occur on or before May 15.

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

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

COMPONENT 6: POST-OBSERVATION CONFERENCE

The Principal shall conduct a post-observation conference no later than ten school days after each long observation. During the post-observation conference, the Principal and teacher shall discuss and document on the *Rubric* the strengths and weaknesses of the teacher’s performance during the observed lesson.

COMPONENT 7: SUMMARY EVALUATION CONFERENCE AND SCORING THE *TEACHER SUMMARY RATING FORM*

Following the final observation, the Principal shall consult with all observers in formulating the teacher’s summary evaluation. In developing the summary evaluation, the Principal shall consider all information about the teacher’s professional performance collected throughout the school year, including direct observations of professional practice. The Principal shall conduct a

129 summary evaluation conference with the teacher on or before the last workday of the school
130 year.

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132 During the summary evaluation conference, the Principal and teacher shall discuss the teacher’s
133 self-assessment, the teacher’s most recent Professional Growth Plan, the components of the
134 North Carolina Teacher Evaluation Process completed during the year, classroom observations,
135 artifacts submitted or collected during the evaluation process, and other evidence of the teacher’s
136 performance on the *Rubric*.

137
138 At the conclusion of the North Carolina Teacher Evaluation Process, the Principal shall:
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- 140 A. Assign a performance rating to each Element in the *Rubric*;
- 141
- 142 B. Provide a written comment for any Element marked “Not Demonstrated”;
- 143
- 144 C. Assign an overall performance rating for each Standard in the *Rubric*;
- 145
- 146 D. Provide the teacher with the opportunity to add comments to the *Teacher Summary*
147 *Rating Form*;
- 148
- 149 E. Review the completed *Teacher Summary Rating Form* with the teacher;
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- 151 F. Secure the teacher’s signature on the *Record of Teacher Evaluation Activities* and
152 *Teacher Summary Rating Form*; and,
- 153
- 154 G. Submit the superintendent’s copy of the *Record of Teacher Evaluation Activities* and
155 *Teacher Summary Rating Form* to the Office of Human Resources within five
156 calendar days of the summary evaluation conference date for inclusion in the
157 teacher’s personnel file.

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159 COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS

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161 *INDIVIDUAL GROWTH PLANS*

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

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167 *MONITORED GROWTH PLANS*

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169 A teacher shall be placed on a Monitored Growth Plan whenever he or she:
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171 A. Is rated “Developing” on one or more Standards on the *Teacher Summary Rating*
172 *Form*; and,

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174 B. Is not recommended for dismissal, demotion, or nonrenewal.
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176 A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be
177 improved, the goals to be accomplished, the activities the teacher should undertake to achieve
178 Proficiency, and a timeline that allows the teacher one school year to achieve Proficiency. The
179 teacher’s performance shall be re-evaluated using the North Carolina Teacher Evaluation Process
180 upon the conclusion of the timeline established by the Monitored Growth Plan. A Monitored
181 Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS §
182 115C-333(b).
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184 *DIRECTED GROWTH PLANS*
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186 A teacher shall be placed on a Directed Growth Plan whenever he or she:
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188 A. Is rated:

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- 190 1. “Not Demonstrated” on any Standard on the *Teacher Summary Rating Form*;
 - 191 or,
 - 192 2. “Developing” on one or more Standards on the *Teacher Summary Rating*
 - 193 *Form* for two consecutive years;
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196 B. And, is not recommended for dismissal, demotion, or nonrenewal.
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198 The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be
199 improved, the goals to be accomplished, the activities the teacher shall complete to achieve
200 Proficiency, and a timeline for achieving Proficiency within one school year or such shorter time
201 as determined by the Principal. The teacher’s performance shall be re-evaluated using the North
202 Carolina Teacher Evaluation Process upon the conclusion of the timeline established by the
203 Directed Growth Plan. A Directed Growth Plan that meets those criteria shall be deemed to
204 satisfy the requirements of NCGS § 115C-333(b).
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206 COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS
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208 *BEGINNING TEACHERS*
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210 Effective July 1, 2010, and pursuant to policy TCP-C-004 of the North Carolina State Board of
211 Education, beginning teachers must be rated “Proficient” on all five North Carolina Professional
212 Teaching Standards on the most recent *Teacher Summary Rating Form* in order to be eligible for
213 the Standard Professional II license.

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PROBATIONARY TEACHERS

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

PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL EVALUATION PROCESS

PURPOSE

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

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

PROCESS

The following steps outline the required elements of the principal evaluation process:

STEP 1: ORIENTATION

At the beginning of the school year, the superintendent or superintendent’s designee (“Superintendent” hereafter) will conduct a group orientation with all of the district principals. At this orientation, each principal will be provided a complete set of materials outlining the evaluation process.

STEP 2: PRE-EVALUATION PLANNING

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

257 STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

258
259 Principals will meet individually with the Superintendent to discuss the results of the self-
260 evaluation, preliminary performance goals, and the evidence and data to be gathered for the
261 evaluation process. The principal and Superintendent will agree on the data, evidence, and
262 artifacts necessary to complete the evaluation process and confirm the principal’s level of
263 performance.

264
265 STEP 4: DATA COLLECTION

266
267 The principal will collect the data agreed upon in Step 3. These data may include the artifacts
268 listed for each standard on the rubric; feedback from parents, students, and the school
269 community; documentation of professional development completed during the year; and, other
270 data to document achievement of performance goals. The Superintendent will visit the school
271 during this period in order to observe the environment and interact with teachers and other
272 members of the school community.

273
274 STEP 5: MID-YEAR EVALUATION BETWEEN PRINCIPAL AND SUPERINTENDENT

275
276 Principals will meet individually with the Superintendent to discuss their progress toward
277 achieving their annual goals. This mid-year discussion will focus on the status of goal
278 attainment and mid-year adjustments to action plans that must be made in order to achieve goals
279 by the end of the school year.

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281 STEP 6: PREPARE A CONSOLIDATED PERFORMANCE ASSESSMENT

282
283 The principal will synthesize the information obtained under Steps 4 and 5 in order to prepare a
284 consolidated assessment or comprehensive view of performance throughout the year. This brief
285 summary of the data and artifacts used to judge performance should be provided to the
286 Superintendent well in advance of the performance discussion at which final performance levels
287 will be discussed.

288
289 STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

290
291 The principal and Superintendent will meet at the school to discuss progress in completing the
292 evaluation process. They will discuss the self-assessment, consolidated assessment, and
293 Superintendent’s summary evaluation of the principal, which have been prepared in advance of
294 the meeting. Should additional data or artifacts need to be brought into the discussion, the
295 principal will have them readily available to share at that time. At this meeting, the principal and
296 Superintendent will agree upon performance goals and recommendations for the Professional
297 Growth Plan.

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299 **PART 3: THE CONTINUOUS IMPROVEMENT PROCESS FOR OTHER LICENSED**
300 **EDUCATORS**

301
302 All other licensed employees of the Transylvania County Board of Education shall complete the
303 local Continuous Improvement Process annually until such time as the North Carolina State
304 Board of Education establishes and adopts evaluation systems aligned to the current professional
305 standards of those roles.

306
307 **PROCESS**

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309 1. At the beginning of the school year, each licensed educator following the Continuous
310 Improvement Process for the first time shall complete the *Continuous Improvement*
311 *Instrument (CII)* during an initial conference with the principal.
312
313 2. The licensed educator shall review the CII and related *Self-Assessment Grid* with the
314 principal during an initial conference. The initial conference shall occur on or before
315 October 15.
316
317 3. The licensed educator and principal shall decide the strategic priority and criteria for the
318 year’s focus during the initial conference. The conference will include, but is not limited
319 to, the licensed educator’s role in the district’s mission and strategic priorities, school
320 improvement plan, and/or grade level or departmental goals. As a result of the
321 conference, a measurable annual goal shall be established. Measurable goals may be
322 established in one of two ways:
323
324 a. An annual goal may be written based on relevant data discussed during the initial
325 conference.
326
327 b. An annual goal for professional growth may be established related to a goal in
328 alignment with the school improvement plan and the district’s strategic plan.
329
330 4. The licensed educator shall collect evidences throughout the school year that demonstrate
331 progress toward meeting established CII goal(s).
332
333 5. The principal and/or principal’s designee shall meet throughout the school year to discuss
334 progress. The principal and/or principal’s designee shall document at least three such
335 interim conferences with the licensed educator throughout the school year.
336
337 6. A mid-year peer review committee shall meet with the licensed educator to assess
338 progress. The mid-year peer review shall occur on or before January 15. The peer
339 review committee shall be comprised of at least two colleagues and will be agreed upon
340 by the teacher and principal during the initial conference.
341

- 342 7. Toward the end of the school year, the licensed educator shall complete the *CII Self-*
343 *Reflection Grid* to indicate the status of his or her established goal(s).
- 344
- 345 8. The principal shall conduct a summary review with the licensed educator to reflect,
346 review progress to date, and share documentation relevant to established goal(s).
347 Evidences gathered, information discussed in conferences, and a written reflection on
348 goal performance shall form the basis of the summary review. The summary review shall
349 occur on or before the last teacher workday of the school year.
- 350
- 351 9. The *Results* section of the CII and a copy of CEU documentation shall be filed in the
352 licensed educator's personnel file.
- 353

354 **PART 4: DIRECTED GROWTH PLANS**

355
356 In addition to the foregoing provisions for professional performance evaluations, the
357 superintendent or superintendent's designee can establish a Directed Growth Plan to remediate
358 identified performance deficiencies at any time during the school year with just cause and written
359 notification to the licensed educator.

360 **Non-Career Teachers**

361
362 ~~Teachers who have not yet attained career status with Transylvania County Schools shall have at~~
363 ~~least four formal classroom observations during the school year. The focus of the observations~~
364 ~~will be the teacher's progress towards the attainment of goals listed in the teacher's individual~~
365 ~~growth plan. These observations shall be conducted by persons appropriately trained in the use~~
366 ~~of the *Teacher Performance Appraisal Instrument* (TPAI) and its related documents and~~
367 ~~procedures. The first observation shall occur on or before October 15; the second observation~~
368 ~~shall occur on or before January 15; the third observation shall occur on or before March 1; and,~~
369 ~~the fourth observation shall occur on or before May 15. Following the final observation, the~~
370 ~~principal will consult with all observers in formulating the TPAI summative evaluation. The~~
371 ~~principal shall consider all formal observations and conduct the summative evaluation~~
372 ~~conference with the teacher on or before the last teacher workday of the school year.~~

373 **Classroom Observations**

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377 The purpose of classroom observations is to provide the teacher with information and
378 suggestions for improvement toward the goals contained in the teacher's individual growth plan.

- 379
- 380 • ~~The principal shall conduct at least one of the four required observations, and a peer~~
381 ~~teacher shall conduct one of the four required observations. A teacher's mentor will not~~
382 ~~conduct a formal formative observation.~~
- 383
- 384 • Each formal observation will be for a full instructional activity.

- 385
- 386 • A post-conference to discuss the information gathered in the formal observation shall
- 387 take place within five school days after the observation.
- 388
- 389 • Anyone conducting a formal observation shall file a copy of the written recommendations
- 390 and conclusions with the principal and Superintendent/designee, as well as furnish a copy
- 391 to the teacher.
- 392
- 393 • A principal can place a teacher on an Action Plan with just cause with written notification
- 394 to the teacher at any time during the school year.
- 395
- 396 • Annual performance shall be documented for each teacher using the TPAI and reflect all
- 397 formal observations. After the summative conference with the teacher, the TPAI shall be
- 398 filed in the teacher's personnel file.
- 399

400 ~~Career and Select Probationary Teachers~~

401 ~~_____~~

402 ~~Process for Continuous Improvement~~

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- 404 • ~~The *Continuous Improvement Instrument* can be used with teachers who have attained~~
- 405 ~~career status in Transylvania County Schools, and with probationary teachers who have~~
- 406 ~~completed at least one year of successful teaching in Transylvania County Schools and~~
- 407 ~~who have the written recommendation of the principal, provided that the probationary~~
- 408 ~~teacher is not participating in the Beginning Teacher Induction Program.~~
- 409
- 410 • ~~At the beginning of the school year, each teacher using the *Continuous Improvement*~~
- 411 ~~*Instrument* for the first time will complete this instrument at the initial conference with~~
- 412 ~~the principal.~~
- 413
- 414 • ~~The teacher will review the *Continuous Improvement Instrument Self-Reflection Grid* and~~
- 415 ~~the *Continuous Improvement Instrument* with the principal at the initial conference. The~~
- 416 ~~initial conference shall take place on or before October 15.~~
- 417
- 418 • ~~The teacher and principal will decide the strategic priority and criteria for the year's focus~~
- 419 ~~during the initial conference. The conference will include, but is not limited to, the~~
- 420 ~~teacher's role in the district's mission and strategic priorities, school improvement plan,~~
- 421 ~~and/or grade level or department goals. As a result of the conference a measurable goal~~
- 422 ~~will be set. This can be accomplished in one of two ways:~~
 - 423
 - 424 1. ~~A yearly goal(s) will be written based on data discussed at the initial conference.~~
 - 425 2. ~~A goal(s) for professional growth will be written related to a goal in alignment~~
 - 426 ~~with the school improvement plan and district priorities.~~

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- ~~The teacher will collect evidences throughout the year on progress toward meeting the goal(s).~~
 - ~~The principal/designee and the teacher will meet throughout the year to discuss progress. The principal/designee shall document three conferences for the selected probationary teachers. The mid-year peer review will serve as the required teacher review.~~
 - ~~A mid-year peer review committee shall meet with career teachers and selected probationary teachers to assess progress on or before January 15. The peer review committee will be comprised of at least two colleagues and will be agreed upon by the teacher and the principal during the initial conference.~~
 - ~~At the end of the year, the teacher shall complete the *Continuous Improvement Instrument Self-Reflection Grid* to indicate the status of each of the teacher's selected goal(s).~~
 - ~~The principal/designee will conduct an end-of-year review with the teacher to reflect, review progress, and share documentation on the goal(s). Evidences gathered, information discussed in conferences, and a written reflection on goal performance shall be the basis for review. This review shall be completed on or before the last workday of the school year.~~
 - ~~The Results portion (Section 7) of the *Continuous Improvement Instrument* and a copy of CEU documentation shall be filed in the teacher's personnel file.~~
 - ~~A principal can assign a career or probationary teacher to the TPAI with just cause and written notification to the teacher at any time during the school year.~~
 - ~~A principal can place a teacher on an Action Plan with just cause and written notification to the teacher at any time during the school year.~~

~~Building and District Level Administrators~~

~~Process for Continuous Improvement~~

- ~~The administrator and Superintendent/designee shall review the *Continuous Improvement Instrument Self-Reflection Grid* and agree on the strategic priority and criteria for the year's focus on or before August 30. The conference will include, but is not limited to, the administrator's role in the district mission, district strategic priorities, school improvement plan goals, grade level or subject goals, and/or departmental goals. As a~~

468 result of the conference a measurable goal(s) will be set. This can be accomplished in
469 one of two ways:

- 470
- 471 1. A yearly goal(s) will be written based on data discussed at the initial conference.
 - 472 2. A goal(s) for professional growth will be written in alignment with the school
473 improvement plan and/or district priorities.
- 474

- 475 • Throughout the year the administrator will collect evidences on progress toward meeting
476 the goal(s).

477

- 478 • The administrator and the Superintendent/designee will meet throughout the year to
479 determine progress.

480

- 481 • A mid-year peer review committee shall meet with the administrator to discuss progress
482 toward meeting annual goals on or before February 15. The peer review committee will
483 be comprised of at least two colleagues as determined by the Superintendent/designee.

484

- 485 • On or before June 30, the administrator will complete the *Continuous Improvement*
486 *Instrument Self Reflection Grid* and shall meet with the Superintendent/ designee to
487 reflect, review progress, and share documentation on the goal(s). Evidences gathered,
488 information discussed in conferences, and a written narrative shall be the basis for
489 review. The administrator and Superintendent/designee will determine a growth plan for
490 the next school year during the review.

491

- 492 • The results portion of the *Continuous Improvement Instrument* and a copy of CEU
493 documentation shall be filed in the administrator's personnel file and will serve as the
494 Individual Growth Plan.

495

- 496 • The Superintendent can place an administrator on an Action Plan with just cause and
497 written notification to the administrator at any time during the school year.

498

499 **Action Plans**

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501 The Transylvania County Board of Education expects optimum performance from all employees.
502 This expectation is especially true for certified employees whose jobs directly or indirectly
503 provide instructional services to students. If an employee does not meet this performance
504 standard, the Superintendent and the employee will work to correct any performance
505 deficiencies.

506

507 The purpose of an Action Plan is to help and support any professional employee exhibiting
508 performance deficiencies to achieve continuous improvement and growth. An Action Plan is a
509 remedial device that may not be appropriate in every circumstance. Notwithstanding the

510 following policies and procedures mandating the use of Action Plans, the Superintendent may
511 non-renew, terminate, or discipline any employee or recommend such action to the Board of
512 Education as permitted by law for inadequate performance or misconduct. The Superintendent
513 shall make this determination on a case-by-case basis after (1) reviewing all available
514 documentation, (2) meeting with the employee, and (3) consulting with the employee's principal
515 or supervisor. An Action Plan may be used along with appropriate disciplinary action as
516 determined by the Superintendent.

517
518 **Action Plan Required**

519
520 An Action Plan shall be required for any teacher who receives a rating of Below Standard or
521 Unsatisfactory on any function contained in the *Teacher Performance Appraisal Instrument*.
522 Additionally, an Action Plan shall be required when a professional staff member receives written
523 notification from his/her immediate supervisor that his/her performance is deemed below
524 standard or unsatisfactory.

525
526 **Action Plan Components**

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528 An Action Plan shall include the following components:

- 529
- 530 1. Identification of the problem(s) to be corrected
 - 531 2. Performance of expectations
 - 532 3. Strategies for correcting the problem(s)
 - 533 4. Feedback from the evaluator
 - 534 5. Target date(s) by which the problem(s) will be corrected
- 535

536 The overall duration of an action plan shall be determined on a case-by-case basis; however, an
537 employee placed on an Action Plan shall have a performance review no later than 90 school days
538 from the effective date of the Action Plan. The principal shall use the TPAI to document the
539 review. The TPAI should be an accurate reflection of the employee's performance on the Action
540 Plan.

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542 **Employee Re-Evaluation**

543
544 If the employee receives two Below Standards or one Unsatisfactory in any function of the TPAI
545 re-evaluation, the Superintendent shall recommend the employee's dismissal or demotion to the
546 Board of Education.

547
548 If the employee receives one Below Standard in any function on the TPAI re-evaluation, the
549 employee may be placed on a second Action Plan or recommended for dismissal or demotion at
550 the sole discretion of the Superintendent. If the Superintendent elects to place the employee on a
551 second Action Plan, the employee will have a minimum of 45 school days to complete the
552 second Action Plan. If less than 45 school days remain in the school year, the effective date of

553 the second Action Plan will be the first day of the next school year with a performance review in
554 45 days. All ratings on the TPAI for this second review must be At Standard or higher. If not,
555 the Superintendent will recommend the employee's dismissal or demotion.

556

557 **Action Plan Development**

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559 The employee's immediate supervisor shall develop the Action Plan in cooperation with the
560 Superintendent/designee. The employee shall receive a draft Action Plan five school days from
561 receipt of written notification of the Action Plan requirement or seven calendar days from the
562 summative TPAI conference. The employee shall have a minimum of five full working days,
563 excluding holidays and summer break, to review the Action Plan, receive clarification if needed,
564 and return the plan with comments to the employee's immediate supervisor. The immediate
565 supervisor will finalize the Action Plan after reviewing the employee's comments, and the
566 employee must sign the Action Plan within 24 hours of receiving the final version. The effective
567 date of the Action Plan will be the day the plan is finalized by the immediate supervisor, signed
568 and dated by both individuals.

569

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

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574 APPROVED BY BOARD

575 AND EFFECTIVE 3/7/88

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584 REVISED 11/17/08

585 **REVISED** _____