

PART 1: THE NORTH CAROLINA TEACHER EVALUATION PROCESS

DEFINITIONS

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

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

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

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

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

PURPOSE

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

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

PROCESS

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

COMPONENT 1: TRAINING

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

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COMPONENT 2: ORIENTATION

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

- A. The *Rubric for Evaluating North Carolina Teachers*;
- B. This policy; and,
- C. A schedule for completing all the components of the evaluation process.

These documents and resources may be provided electronically.

COMPONENT 3: TEACHER SELF-ASSESSMENT

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

COMPONENT 4: PRE-OBSERVATION CONFERENCE

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

COMPONENT 5: OBSERVATIONS

A. Probationary Teachers

1. The Principal shall conduct at least three long observations of all probationary teachers annually.
2. A peer observer shall conduct one long observation of a probationary teacher annually.
3. The first observation of probationary teachers shall occur on or before November 15; the second observation shall occur on or before ~~January 15~~

89 **January 31**; the third observation shall occur on or before March 15; and, the
90 fourth observation shall occur on or before May 15.

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92 B. Career Teachers

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94 1. Career teachers shall be evaluated during the final school year of their license
95 renewal cycles as established by the North Carolina Department of Public
96 Instruction pursuant to policies adopted by the North Carolina State Board of
97 Education.
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99 2. During the school year in which a career teacher’s performance is evaluated,
100 the Principal shall conduct at least three observations, at least one of which
101 must be a long observation.
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103 3. The first observation of career teachers shall occur on or before ~~January 15~~
104 **January 31**; the second observation shall occur on or before March 15; and,
105 the third observation shall occur on or before May 15.
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107 During observations, the Principal shall note the teacher’s performance in relationship to the
108 applicable Standards on the *Rubric for Evaluating North Carolina Teachers*.

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110 The Principal may elect, on a case-by-case basis, to conduct additional observations and/or more
111 frequent evaluations of probationary and career teachers in order to remediate and support the
112 improvement of performance that may fall below the “Proficient” level in one or more of the
113 Standards.
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115 COMPONENT 6: POST-OBSERVATION CONFERENCE

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117 The Principal shall conduct a post-observation conference no later than ten school days after
118 each long observation. During the post-observation conference, the Principal and teacher shall
119 discuss and document on the *Rubric* the strengths and weaknesses of the teacher’s performance
120 during the observed lesson.
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122 COMPONENT 7: SUMMARY EVALUATION CONFERENCE AND SCORING THE *TEACHER SUMMARY*
123 *RATING FORM*

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125 Following the final observation, the Principal shall consult with all observers in formulating the
126 teacher’s summary evaluation. In developing the summary evaluation, the Principal shall
127 consider all information about the teacher’s professional performance collected throughout the
128 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*.

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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*;
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- 142 B. Provide a written comment for any Element marked “Not Demonstrated”;
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- 144 C. Assign an overall performance rating for each Standard in the *Rubric*;
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- 146 D. Provide the teacher with the opportunity to add comments to the *Teacher Summary*
147 *Rating Form*;
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- 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,
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- 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,
- 173
- 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:
- 189 1. "Not Demonstrated" on any Standard on the *Teacher Summary Rating Form*;
 - 190 or,
 - 191 2. "Developing" on one or more Standards on the *Teacher Summary Rating*
 - 192 *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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215 *PROBATIONARY TEACHERS*

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217 Effective July 1, 2010, and pursuant to policy TCP-C-004 of the North Carolina State Board of
218 Education, a Principal must rate a probationary teacher as "Proficient" on all five North Carolina

219 Professional Teaching Standards on the most recent *Teacher Summary Rating Form* before
220 recommending that teacher for election to career status under NCGS § 115C-325.

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222 **PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL**
223 **EVALUATION PROCESS**

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225 **PURPOSE**

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

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

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240 **PROCESS**

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

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244 STEP 1: ORIENTATION

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

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251 STEP 2: PRE-EVALUATION PLANNING

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

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257 STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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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.

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265 STEP 4: DATA COLLECTION

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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.

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

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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

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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.

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289 STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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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**

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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.

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PROCESS

1. At the beginning of the school year, each licensed educator following the Continuous Improvement Process for the first time shall complete the *Continuous Improvement Instrument* (CII) during an initial conference with the principal.
2. The licensed educator shall review the CII and related *Self-Assessment Grid* with the principal during an initial conference. The initial conference shall occur on or before October 15.
3. The licensed educator and principal shall decide the strategic priority and criteria for the year's focus during the initial conference. The conference will include, but is not limited to, the licensed educator's role in the district's mission and strategic priorities, school improvement plan, and/or grade level or departmental goals. As a result of the conference, a measurable annual goal shall be established. Measurable goals may be established in one of two ways:
 - a. An annual goal may be written based on relevant data discussed during the initial conference.
 - b. An annual goal for professional growth may be established related to a goal in alignment with the school improvement plan and the district's strategic plan.
4. The licensed educator shall collect evidences throughout the school year that demonstrate progress toward meeting established CII goal(s).
5. The principal and/or principal's designee shall meet throughout the school year to discuss progress. The principal and/or principal's designee shall document at least three such interim conferences with the licensed educator throughout the school year.
6. A mid-year peer review committee shall meet with the licensed educator to assess progress. The mid-year peer review shall occur on or before January 15. The peer review committee shall be comprised of at least two colleagues and will be agreed upon by the teacher and principal during the initial conference.
7. Toward the end of the school year, the licensed educator shall complete the CII *Self-Reflection Grid* to indicate the status of his or her established goal(s).
8. The principal shall conduct a summary review with the licensed educator to reflect, review progress to date, and share documentation relevant to established goal(s). Evidences gathered, information discussed in conferences, and a written reflection on goal performance shall form the basis of the summary review. The summary review shall occur on or before the last teacher workday of the school year.

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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.
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354 **PART 4: DIRECTED GROWTH PLANS**

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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.
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361 Ref. N.C.G.S. §§ 115C-325, -333 (a, b, c)
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365 APPROVED BY BOARD
366 AND EFFECTIVE 3/7/88
367 REVISED 2/4/91
368 REVISED 6/1/92
369 REVISED 9/9/96
370 REVISED 12/10/97
371 REVISED 6/4/01
372 REVISED 8/16/04
373 REVISED 5/1/06
374 REVISED 3/5/07
375 REVISED 11/17/08
376 REVISED 5/3/10

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