

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

All probationary and career teachers shall be evaluated annually using the North Carolina Teacher Evaluation Process. Evaluations of all probationary teachers and of career teachers in year five of their license renewal cycles shall include Standards 1, 2, 3, 4, 5, and 6. Evaluations of career teachers in years one, two, three, and four of their license renewal cycles shall include Standards 1, 4, and 6 only. The North Carolina Teacher Evaluation Process shall include the following components:

43 COMPONENT 1: TRAINING

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

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50 COMPONENT 2: ORIENTATION

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

- 55
56 A. The *Rubric for Evaluating North Carolina Teachers*;
57 B. This policy; and,
58 C. A schedule for completing all the components of the evaluation process.

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60 These documents and resources may be provided electronically.

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62 COMPONENT 3: TEACHER SELF-ASSESSMENT

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

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69 COMPONENT 4: PRE-OBSERVATION CONFERENCE

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

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81 COMPONENT 5: OBSERVATIONS

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83 A. Probationary Teachers

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

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

96 B. Career Teachers

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- ~~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 31; the second observation shall occur on or before March 15; and, the third observation shall occur on or before May 15.~~
1. The Principal shall conduct at least two short observations of career teachers in years one, two, three, and four of their license renewal cycles annually. The first observation shall occur on or before January 31; the second observation shall occur on or before May 15.
 2. The Principal shall conduct at least one long observation and at least two short observations of career teachers in year five of their license renewal cycles annually. The first observation shall be a long observation and shall be conducted on or before January 31; the second observation shall be conducted on or before March 15; and the third observation shall be conducted on or before May 15.

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

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

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

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

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

- A. Assign a performance rating to each **applicable** Element ~~in the *Rubric*~~;
- B. Provide a written comment for any Element marked "Not Demonstrated";
- C. Assign an overall performance rating for each **applicable** Standard ~~in the *Rubric*~~;
- D. Provide the teacher with the opportunity to add comments to the *Teacher Summary Rating Form*;
- E. Review the completed *Teacher Summary Rating Form* with the teacher;
- F. Secure the teacher's signature on the *Record of Teacher Evaluation Activities and Teacher Summary Rating Form*; and,
- G. Submit the superintendent's copy of the ~~*Record of Teacher Evaluation Activities and Teacher Summary Rating Form*~~ to the Office of Human Resources within five calendar days of the summary evaluation conference date for inclusion in the teacher's personnel file.

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176 COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS AND PRELIMINARY DEVELOPMENT PLANS
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178 By November 15, all teacher with summary evaluation ratings from the previous school year
179 shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Professional
180 Development Plan based upon the results of the previous summary evaluation and reflecting the
181 teacher's growth goals for the school year. Professional Development Plans include three types:
182 the Individual Growth Plan, the Monitored Growth Plan, and the Directed Growth Plan.
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184 *INDIVIDUAL GROWTH PLANS*
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186 Teachers who are rated at least "Proficient" on all the Standards on the *Teacher Summary Rating*
187 *Form* shall develop an Individual Growth Plan designed to improve performance on specifically
188 identified Standards and Elements.
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190 *MONITORED GROWTH PLANS*
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192 A teacher shall be placed on a Monitored Growth Plan whenever he or she:
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- 194 A. Is rated "Developing" on one or more Standards on the *Teacher Summary Rating*
195 *Form*; and,
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197 B. Is not recommended for dismissal, demotion, or nonrenewal.
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199 A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be
200 improved, the goals to be accomplished, the activities the teacher should undertake to achieve
201 Proficiency, and a timeline that allows the teacher one school year to achieve Proficiency. The
202 teacher's performance shall be re-evaluated using the North Carolina Teacher Evaluation Process
203 upon the conclusion of the timeline established by the Monitored Growth Plan. A Monitored
204 Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS §
205 115C-333(b).
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207 *DIRECTED GROWTH PLANS*
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209 A teacher shall be placed on a Directed Growth Plan whenever he or she:
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- 211 A. Is rated:
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213 1. "Not Demonstrated" on any Standard on the *Teacher Summary Rating Form*;
214 or,
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216 2. "Developing" on one or more Standards on the *Teacher Summary Rating*
217 *Form* for two consecutive years;
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219 B. And, is not recommended for dismissal, demotion, or nonrenewal.

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221 The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be
222 improved, the goals to be accomplished, the activities the teacher shall complete to achieve
223 Proficiency, and a timeline for achieving Proficiency within one school year or such shorter time
224 as determined by the Principal. The teacher's performance shall be re-evaluated using the North
225 Carolina Teacher Evaluation Process upon the conclusion of the timeline established by the
226 Directed Growth Plan. A Directed Growth Plan that meets those criteria shall be deemed to
227 satisfy the requirements of NCGS § 115C-333(b).

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229 **By November 15, all teachers without summary evaluation ratings from the previous school year**
230 **shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Preliminary**
231 **Development Plan reflecting the teacher's initial growth goals for the school year.**

232 233 COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS

234 235 *BEGINNING TEACHERS*

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

241 242 *PROBATIONARY TEACHERS*

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

248 249 **PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL** 250 **EVALUATION PROCESS**

251 252 **PURPOSE**

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

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

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267 **PROCESS**

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

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271 STEP 1: ORIENTATION

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

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278 STEP 2: PRE-EVALUATION PLANNING

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

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284 STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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286 Principals will meet individually with the Superintendent to discuss the results of the self-
287 evaluation, preliminary performance goals, and the evidence and data to be gathered for the
288 evaluation process. The principal and Superintendent will agree on the data, evidence, and
289 artifacts necessary to complete the evaluation process and confirm the principal's level of
290 performance.

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292 STEP 4: DATA COLLECTION

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

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

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

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STEP 6: PREPARE A CONSOLIDATED PERFORMANCE ASSESSMENT

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

STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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

PART 3: THE CONTINUOUS IMPROVEMENT PROCESS FOR OTHER LICENSED EDUCATORS

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

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:

- 351 a. An annual goal may be written based on relevant data discussed during the initial
352 conference.
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- 354 b. An annual goal for professional growth may be established related to a goal in
355 alignment with the school improvement plan and the district's strategic plan.
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- 357 4. The licensed educator shall collect evidences throughout the school year that demonstrate
358 progress toward meeting established CII goal(s).
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- 360 5. The principal and/or principal's designee shall meet throughout the school year to discuss
361 progress. The principal and/or principal's designee shall document at least three such
362 interim conferences with the licensed educator throughout the school year.
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- 364 6. A mid-year peer review committee shall meet with the licensed educator to assess
365 progress. The mid-year peer review shall occur on or before January 15. The peer
366 review committee shall be comprised of at least two colleagues and will be agreed upon
367 by the teacher and principal during the initial conference.
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- 369 7. Toward the end of the school year, the licensed educator shall complete the CII *Self-*
370 *Reflection Grid* to indicate the status of his or her established goal(s).
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- 372 8. The principal shall conduct a summary review with the licensed educator to reflect,
373 review progress to date, and share documentation relevant to established goal(s).
374 Evidences gathered, information discussed in conferences, and a written reflection on
375 goal performance shall form the basis of the summary review. The summary review shall
376 occur on or before the last teacher workday of the school year.
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- 378 9. The *Results* section of the CII and a copy of CEU documentation shall be filed in the
379 licensed educator's personnel file.
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381 **PART 4: DIRECTED GROWTH PLANS MANDATORY IMPROVEMENT PLANS**

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383 ~~In addition to the foregoing provisions for professional performance evaluations, the~~
384 ~~superintendent or superintendent's designee can establish a Directed Growth Plan to remediate~~
385 ~~identified performance deficiencies at any time during the school year with just cause and written~~
386 ~~notification to the licensed educator.~~
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388 **If, in an observation report or year-end evaluation, a teacher receives a rating that is below**
389 **“Proficient” or otherwise represents unsatisfactory or below standard performance on any**
390 **standard that the teacher was expected to demonstrate, the Principal may place the teacher on a**
391 **Mandatory Improvement Plan as defined in N. C. Gen. Stat. § 115C-333(b)(1a). The Mandatory**
392 **Improvement Plan shall be utilized only if the Superintendent or designee determines that an**
393 **Individual, Monitored, or Directed Growth Plan will not satisfactorily address the deficiencies.**
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395 If, at any time, a teacher engages in inappropriate conduct or performs inadequately to such a
396 degree that such conduct or performance causes substantial harm to the educational environment,
397 and immediate dismissal or demotion is not appropriate, then the Principal may immediately
398 institute a Mandatory Improvement Plan regardless of any ratings on previous evaluations. The
399 Principal shall document the exigent reason for immediately instituting such a plan.

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401 The development and use of a Mandatory Improvement Plan under this section shall comply
402 with the provisions and requirements of N. C. Gen. Stat. §§ 115C-333, 333.1 and other
403 applicable State law.

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405 ~~Ref. N.C.G.S.~~ Legal References: N. C. Gen. Stat. §§ 115C-325, -333 (a, b, c), -333.1

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