

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~~ or for the duration of the lesson, at the discretion of the observer. During a long observation, an observer should directly observe at least the majority of the lesson.

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:

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.

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 Professional Development Plan or Preliminary Development 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.

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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.

98 B. Career Teachers

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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.

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

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

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120 COMPONENT 6: POST-OBSERVATION CONFERENCE

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

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

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130 Following the final observation, the Principal shall consult with all observers in formulating the
131 teacher's summary evaluation. In developing the summary evaluation, the Principal shall
132 consider all information about the teacher's professional performance collected throughout the

133 school year, including direct observations of professional practice. The Principal shall conduct a
134 summary evaluation conference with the teacher on or before the last workday of the school
135 year.

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

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

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- 145 A. Assign a performance rating to each applicable Element;
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 - 147 B. Provide a written comment for any Element marked "Not Demonstrated";
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 - 149 C. Assign an overall performance rating for each applicable Standard;
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 - 151 D. Provide the teacher with the opportunity to add comments to the *Teacher Summary*
152 *Rating Form*;
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 - 154 E. Review the completed *Teacher Summary Rating Form* with the teacher;
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 - 156 F. Secure the teacher's signature on the *Record of Teacher Evaluation Activities* and
157 *Teacher Summary Rating Form*; and,
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 - 159 G. Submit the superintendent's copy of the *Teacher Summary Rating Form* to the Office
160 of Human Resources within five calendar days of the summary evaluation conference
161 date for inclusion in the teacher's personnel file.
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163 COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS AND PRELIMINARY DEVELOPMENT PLANS

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165 By November 15, all teacher with summary evaluation ratings from the previous school year
166 shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Professional
167 Development Plan based upon the results of the previous summary evaluation and reflecting the
168 teacher's growth goals for the school year. Professional Development Plans include three types:
169 the Individual Growth Plan, the Monitored Growth Plan, and the Directed Growth Plan.

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171 *INDIVIDUAL GROWTH PLANS*

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173 Teachers who are rated at least "Proficient" on all the Standards on the *Teacher Summary Rating*
174 *Form* shall develop an Individual Growth Plan designed to improve performance on specifically
175 identified Standards and Elements.

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177 *MONITORED GROWTH PLANS*

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

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181 A. Is rated “Developing” on one or more Standards on the *Teacher Summary Rating*
182 *Form*; and,
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184 B. Is not recommended for dismissal, demotion, or nonrenewal.
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186 A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be
187 improved, the goals to be accomplished, the activities the teacher should undertake to achieve
188 Proficiency, and a timeline that allows the teacher one school year to achieve Proficiency. The
189 teacher’s performance shall be re-evaluated using the North Carolina Teacher Evaluation Process
190 upon the conclusion of the timeline established by the Monitored Growth Plan. A Monitored
191 Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS §
192 115C-333(b).
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194 *DIRECTED GROWTH PLANS*

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

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198 A. Is rated:
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200 1. “Not Demonstrated” on any Standard on the *Teacher Summary Rating Form*;
201 or,
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203 2. “Developing” on one or more Standards on the *Teacher Summary Rating*
204 *Form* for two consecutive years;
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206 B. And, is not recommended for dismissal, demotion, or nonrenewal.
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208 The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be
209 improved, the goals to be accomplished, the activities the teacher shall complete to achieve
210 Proficiency, and a timeline for achieving Proficiency within one school year or such shorter time
211 as determined by the Principal. The teacher’s performance shall be re-evaluated using the North
212 Carolina Teacher Evaluation Process upon the conclusion of the timeline established by the
213 Directed Growth Plan. A Directed Growth Plan that meets those criteria shall be deemed to
214 satisfy the requirements of NCGS § 115C-333(b).
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216 By November 15, all teachers without summary evaluation ratings from the previous school year
217 shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Preliminary
218 Development Plan reflecting the teacher’s initial growth goals for the school year.
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221 COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS

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223 *BEGINNING TEACHERS*

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

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230 *PROBATIONARY TEACHERS*

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

REVISED

236 **PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL**
237 **EVALUATION PROCESS**

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239 **PURPOSE**

240
241 The intended purpose of the principal evaluation process is to assess the principal's performance
242 in relation to the North Carolina Standards for School Executives in a collegial and non-
243 threatening manner. The principal will take the lead in conducting the evaluation process
244 through the use of self-assessment, reflection, and by gathering input from the various
245 stakeholders with an interest in the leadership in the school. The input and evidence gathered by
246 the principal is not intended to become part of a portfolio. Rather, it should provide a basis for
247 self-assessment, goal-setting, professional development, and demonstration of performance on
248 specific standards.

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

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254 **PROCESS**

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

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258 STEP 1: ORIENTATION

259
260 At the beginning of the school year, the superintendent or superintendent's designee
261 ("Superintendent" hereafter) will conduct a group orientation with all of the district principals.
262 At this orientation, each principal will be provided a complete set of materials outlining the
263 evaluation process.

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265 STEP 2: PRE-EVALUATION PLANNING

266
267 Principals will complete a self-assessment using the *North Carolina School Executive: Principal*
268 *Evaluation Rubric*. This self-assessment will serve as the basis for the preliminary goals form,
269 which should be completed prior to Step 3.

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271 STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

272
273 Principals will meet individually with the Superintendent to discuss the results of the self-
274 evaluation, preliminary performance goals, and the evidence and data to be gathered for the
275 evaluation process. The principal and Superintendent will agree on the data, evidence, and
276 artifacts necessary to complete the evaluation process and confirm the principal's level of
277 performance.

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280 STEP 4: DATA COLLECTION

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

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

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

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296 STEP 6: PREPARE A CONSOLIDATED PERFORMANCE ASSESSMENT

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

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304 STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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

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314 **PART 3: THE CONTINUOUS IMPROVEMENT PROCESS FOR OTHER LICENSED**
315 **EDUCATORS**

316
317 All other licensed employees of the Transylvania County Board of Education shall complete the
318 local Continuous Improvement Process annually until such time as the North Carolina State
319 Board of Education establishes and adopts evaluation systems aligned to the current professional
320 standards of those roles.

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322 **PROCESS**

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324 1. At the beginning of the school year, each licensed educator following the Continuous
325 Improvement Process for the first time shall complete the *Continuous Improvement*
326 *Instrument* (CII) during an initial conference with the principal.
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328 2. The licensed educator shall review the CII and related *Self-Assessment Grid* with the
329 principal during an initial conference. The initial conference shall occur on or before
330 October 15.
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332 3. The licensed educator and principal shall decide the strategic priority and criteria for the
333 year's focus during the initial conference. The conference will include, but is not limited
334 to, the licensed educator's role in the district's mission and strategic priorities, school
335 improvement plan, and/or grade level or departmental goals. As a result of the
336 conference, a measurable annual goal shall be established. Measurable goals may be
337 established in one of two ways:
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339 a. An annual goal may be written based on relevant data discussed during the initial
340 conference.
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342 b. An annual goal for professional growth may be established related to a goal in
343 alignment with the school improvement plan and the district's strategic plan.
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345 4. The licensed educator shall collect evidences throughout the school year that demonstrate
346 progress toward meeting established CII goal(s).
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348 5. The principal and/or principal's designee shall meet throughout the school year to discuss
349 progress. The principal and/or principal's designee shall document at least three such
350 interim conferences with the licensed educator throughout the school year.
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352 6. A mid-year peer review committee shall meet with the licensed educator to assess
353 progress. The mid-year peer review shall occur on or before January 15. The peer
354 review committee shall be comprised of at least two colleagues and will be agreed upon
355 by the teacher and principal during the initial conference.
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- 357 7. Toward the end of the school year, the licensed educator shall complete the CII *Self-*
358 *Reflection Grid* to indicate the status of his or her established goal(s).
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- 360 8. The principal shall conduct a summary review with the licensed educator to reflect,
361 review progress to date, and share documentation relevant to established goal(s).
362 Evidences gathered, information discussed in conferences, and a written reflection on
363 goal performance shall form the basis of the summary review. The summary review shall
364 occur on or before the last teacher workday of the school year.
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- 366 9. The *Results* section of the CII and a copy of CEU documentation shall be filed in the
367 licensed educator's personnel file.
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PART 4: MANDATORY IMPROVEMENT PLANS

If, in an observation report or year-end evaluation, a teacher receives a rating that is below “Proficient” or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the Principal may place the teacher on a Mandatory Improvement Plan as defined in N. C. Gen. Stat. § 115C-333(b)(1a). The Mandatory Improvement Plan shall be utilized only if the Superintendent or designee determines that an Individual, Monitored, or Directed Growth Plan will not satisfactorily address the deficiencies.

If, at any time, a teacher engages in inappropriate conduct or performs inadequately to such a degree that such conduct or performance causes substantial harm to the educational environment, and immediate dismissal or demotion is not appropriate, then the Principal may immediately institute a Mandatory Improvement Plan regardless of any ratings on previous evaluations. The Principal shall document the exigent reason for immediately instituting such a plan.

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

Legal References: N. C. Gen. Stat. §§ 115C-325, -333, -333.1

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