

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

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

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

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

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

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~~

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:

44 COMPONENT 1: TRAINING

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

50
51 COMPONENT 2: ORIENTATION

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

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

60
61 These documents and resources may be provided electronically.

62
63 COMPONENT 3: TEACHER SELF-ASSESSMENT

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

69
70 COMPONENT 4: PRE-OBSERVATION CONFERENCE

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

81
82 COMPONENT 5: OBSERVATIONS

83
84 A. Probationary Teachers

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

- 88
89
90
91
92
93
94
95
96
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.

97 B. Career Teachers

- 98
99
100
101
102
103
104
105
106
107
108
109
110
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.

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

113
114 The Principal may elect, on a case-by-case basis, to conduct additional observations and/or more
115 frequent evaluations of probationary and career teachers in order to remediate and support the
116 improvement of performance that may fall below the "Proficient" level in one or more of the
117 Standards.

118
119 COMPONENT 6: POST-OBSERVATION CONFERENCE

120
121 The Principal shall conduct a post-observation conference no later than ten school days after
122 each long observation. During the post-observation conference, the Principal and teacher shall
123 discuss and document on the *Rubric* the strengths and weaknesses of the teacher's performance
124 during the observed lesson.

125
126 COMPONENT 7: SUMMARY EVALUATION CONFERENCE AND SCORING THE *TEACHER SUMMARY*
127 *RATING FORM*

128
129 Following the final observation, the Principal shall consult with all observers in formulating the
130 teacher's summary evaluation. In developing the summary evaluation, the Principal shall
131 consider all information about the teacher's professional performance collected throughout the

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

135
136 During the summary evaluation conference, the Principal and teacher shall discuss the teacher's
137 self-assessment, the teacher's Professional Development Plan or Preliminary Development Plan,
138 the components of the North Carolina Teacher Evaluation Process completed during the year,
139 classroom observations, artifacts submitted or collected during the evaluation process, and other
140 evidence of the teacher's performance on the *Rubric*.

141
142 At the conclusion of the North Carolina Teacher Evaluation Process, the Principal shall:

- 143
144 A. Assign a performance rating to each applicable Element;
- 145
146 B. Provide a written comment for any Element marked "Not Demonstrated";
- 147
148 C. Assign an overall performance rating for each applicable Standard;
- 149
150 D. Provide the teacher with the opportunity to add comments to the *Teacher Summary*
151 *Rating Form*;
- 152
153 E. Review the completed *Teacher Summary Rating Form* with the teacher;
- 154
155 F. Secure the teacher's signature on the *Record of Teacher Evaluation Activities* and
156 *Teacher Summary Rating Form*; and,
- 157
158 G. Submit the superintendent's copy of the *Teacher Summary Rating Form* to the Office
159 of Human Resources within five calendar days of the summary evaluation conference
160 date for inclusion in the teacher's personnel file.

161
162 COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS AND PRELIMINARY DEVELOPMENT PLANS

163
164 By November 15, all teacher with summary evaluation ratings from the previous school year
165 shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Professional
166 Development Plan based upon the results of the previous summary evaluation and reflecting the
167 teacher's growth goals for the school year. Professional Development Plans include three types:
168 the Individual Growth Plan, the Monitored Growth Plan, and the Directed Growth Plan.

169
170 *INDIVIDUAL GROWTH PLANS*

171
172 Teachers who are rated at least "Proficient" on all the Standards on the *Teacher Summary Rating*
173 *Form* shall develop an Individual Growth Plan designed to improve performance on specifically
174 identified Standards and Elements.

175

MONITORED GROWTH PLANS

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

- A. Is rated “Developing” on one or more Standards on the *Teacher Summary Rating Form*; and,
- B. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher should undertake to achieve Proficiency, and a timeline that allows the teacher one school year to achieve Proficiency. The teacher’s performance shall be re-evaluated using the North Carolina Teacher Evaluation Process upon the conclusion of the timeline established by the Monitored Growth Plan. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS § 115C-333(b).

DIRECTED GROWTH PLANS

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

- A. Is rated:
 1. “Not Demonstrated” on any Standard on the *Teacher Summary Rating Form*;
or,
 2. “Developing” on one or more Standards on the *Teacher Summary Rating Form* for two consecutive years;
- B. And, is not recommended for dismissal, demotion, or nonrenewal.

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

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

220 COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS

221

222 *BEGINNING TEACHERS*

223

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

228

229 *PROBATIONARY TEACHERS*

230

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

235

REVISED

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

238
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.

249
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.

253
254 **PROCESS**

255
256 The following steps outline the required elements of the principal evaluation process:

257
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.

264
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.

270
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.

278
279

280 STEP 4: DATA COLLECTION

281
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.

288
289 STEP 5: MID-YEAR EVALUATION BETWEEN PRINCIPAL AND SUPERINTENDENT

290
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.

295
296 STEP 6: PREPARE A CONSOLIDATED PERFORMANCE ASSESSMENT

297
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.

303
304 STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

305
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.

313
314

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

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

322
323 **PROCESS**

- 324
325 1. At the beginning of the school year, each licensed educator following the Continuous
326 Improvement Process for the first time shall complete the *Continuous Improvement*
327 *Instrument* (CII) during an initial conference with the principal.
328
329 2. The licensed educator shall review the CII and related *Self-Assessment Grid* with the
330 principal during an initial conference. The initial conference shall occur on or before
331 October 15.
332
333 3. The licensed educator and principal shall decide the strategic priority and criteria for the
334 year's focus during the initial conference. The conference will include, but is not limited
335 to, the licensed educator's role in the district's mission and strategic priorities, school
336 improvement plan, and/or grade level or departmental goals. As a result of the
337 conference, a measurable annual goal shall be established. Measurable goals may be
338 established in one of two ways:
339
340 a. An annual goal may be written based on relevant data discussed during the initial
341 conference.
342
343 b. An annual goal for professional growth may be established related to a goal in
344 alignment with the school improvement plan and the district's strategic plan.
345
346 4. The licensed educator shall collect evidences throughout the school year that demonstrate
347 progress toward meeting established CII goal(s).
348
349 5. The principal and/or principal's designee shall meet throughout the school year to discuss
350 progress. The principal and/or principal's designee shall document at least three such
351 interim conferences with the licensed educator throughout the school year.
352
353 6. A mid-year peer review committee shall meet with the licensed educator to assess
354 progress. The mid-year peer review shall occur on or before January 15. The peer
355 review committee shall be comprised of at least two colleagues and will be agreed upon
356 by the teacher and principal during the initial conference.
357

- 358
359
360
361
362
363
364
365
366
367
368
369
370
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.
 9. The *Results* section of the CII and a copy of CEU documentation shall be filed in the licensed educator's personnel file.

REVISED

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

APPROVED BY BOARD

AND EFFECTIVE 3/7/88

REVISED 2/4/91

REVISED 6/1/92

REVISED 9/9/96

REVISED 12/10/97

REVISED 6/4/01

REVISED 8/16/04

REVISED 5/1/06

REVISED 3/5/07

REVISED 11/17/08

REVISED 5/3/10

REVISED 4/18/11

REVISED 11/21/11

REVISED _____

409