

**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

**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

41 Standards 1, 4, and 6 only. The North Carolina Teacher Evaluation Process shall include the  
42 following components:

43

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).

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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 2. A peer observer shall conduct one long observation of a probationary teacher  
90 annually.  
91  
92 3. The first observation of probationary teachers shall occur on or before  
93 November 15; the second observation shall occur on or before January 31; the  
94 third observation shall occur on or before March 15; and, the fourth  
95 observation shall occur on or before May 15.  
96

97 B. Career Teachers

- 98  
99 1. The Principal shall conduct at least two short observations of career teachers  
100 in years one, two, three, and four of their license renewal cycles annually.  
101 The first observation shall occur on or before January 31; the second  
102 observation shall occur on or before May 15.  
103  
104 2. The Principal shall conduct at least one long observation and at least two short  
105 observations of career teachers in year five of their license renewal cycles  
106 annually. The first observation shall be a long observation and shall be  
107 conducted on or before January 31; the second observation shall be conducted  
108 on or before March 15; and the third observation shall be conducted on or  
109 before May 15.  
110

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.

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164 COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS AND PRELIMINARY DEVELOPMENT PLANS

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

171  
172 *INDIVIDUAL GROWTH PLANS*

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

177  
178 *MONITORED GROWTH PLANS*

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

181  
182 A. Is rated "Developing" on one or more Standards on the *Teacher Summary Rating*  
183 *Form*; and,

184  
185 B. Is not recommended for dismissal, demotion, or nonrenewal.

186  
187 A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be  
188 improved, the goals to be accomplished, the activities the teacher should undertake to achieve  
189 Proficiency, and a timeline that allows the teacher one school year to achieve Proficiency. The  
190 teacher's performance shall be re-evaluated using the North Carolina Teacher Evaluation Process  
191 upon the conclusion of the timeline established by the Monitored Growth Plan. A Monitored  
192 Growth Plan that meets those criteria shall be deemed to satisfy the requirements of NCGS §  
193 115C-333(b).

194  
195 *DIRECTED GROWTH PLANS*

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

198  
199 A. Is rated:

200  
201 1. "Not Demonstrated" on any Standard on the *Teacher Summary Rating Form*;  
202 or,

203

204 2. ~~“Developing” on one or more Standards on the *Teacher Summary Rating*~~  
205 ~~*Form* for two consecutive years;~~

206  
207 B. ~~And, is not recommended for dismissal, demotion, or nonrenewal.~~

208  
209 ~~The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be~~  
210 ~~improved, the goals to be accomplished, the activities the teacher shall complete to achieve~~  
211 ~~Proficiency, and a timeline for achieving Proficiency within one school year or such shorter time~~  
212 ~~as determined by the Principal. The teacher’s performance shall be re-evaluated using the North~~  
213 ~~Carolina Teacher Evaluation Process upon the conclusion of the timeline established by the~~  
214 ~~Directed Growth Plan. A Directed Growth Plan that meets those criteria shall be deemed to~~  
215 ~~satisfy the requirements of NCGS § 115C-333(b).~~

216  
217 ~~By November 15, all teachers without summary evaluation ratings from the previous school year~~  
218 ~~shall develop, in conjunction with the Principal and mentor teacher (if applicable), a Preliminary~~  
219 ~~Development Plan reflecting the teacher’s initial growth goals for the school year.~~

220  
221 COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS

222  
223 *BEGINNING TEACHERS*

224  
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.~~

229  
230 *PROBATIONARY TEACHERS*

231  
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.~~

238 **PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL**  
239 **EVALUATION PROCESS**

240

241 **PURPOSE**

242

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

251

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

255

256 **PROCESS**

257

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

259

260 STEP 1: ORIENTATION

261

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

266

267 STEP 2: PRE-EVALUATION PLANNING

268

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

272

273 STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

274

275 Principals will meet individually with the Superintendent to discuss the results of the self-  
276 evaluation, preliminary performance goals, and the evidence and data to be gathered for the  
277 evaluation process. The principal and Superintendent will agree on the data, evidence, and

278 artifacts necessary to complete the evaluation process and confirm the principal's level of  
279 performance.

280

281 STEP 4: DATA COLLECTION

282

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

289

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

291

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

296

297 STEP 6: PREPARE A CONSOLIDATED PERFORMANCE ASSESSMENT

298

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

304

305 STEP 7: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

306

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

314

315



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

318

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

323

324 **PROCESS**

325

326 1. ~~At the beginning of the school year, each licensed educator following the Continuous~~  
327 ~~Improvement Process for the first time shall complete the *Continuous Improvement*~~  
328 ~~*Instrument (CII)* during an initial conference with the principal.~~

329

330 2. ~~The licensed educator shall review the CII and related *Self Assessment Grid* with the~~  
331 ~~principal during an initial conference. The initial conference shall occur on or before~~  
332 ~~October 15.~~

333

334 3. ~~The licensed educator and principal shall decide the strategic priority and criteria for the~~  
335 ~~year's focus during the initial conference. The conference will include, but is not limited~~  
336 ~~to, the licensed educator's role in the district's mission and strategic priorities, school~~  
337 ~~improvement plan, and/or grade level or departmental goals. As a result of the~~  
338 ~~conference, a measurable annual goal shall be established. Measurable goals may be~~  
339 ~~established in one of two ways:~~

340

341 a. ~~An annual goal may be written based on relevant data discussed during the initial~~  
342 ~~conference.~~

343

344 b. ~~An annual goal for professional growth may be established related to a goal in~~  
345 ~~alignment with the school improvement plan and the district's strategic plan.~~

346

347 4. ~~The licensed educator shall collect evidences throughout the school year that demonstrate~~  
348 ~~progress toward meeting established CII goal(s).~~

349

350 5. ~~The principal and/or principal's designee shall meet throughout the school year to discuss~~  
351 ~~progress. The principal and/or principal's designee shall document at least three such~~  
352 ~~interim conferences with the licensed educator throughout the school year.~~

353

354 6. ~~A mid year peer review committee shall meet with the licensed educator to assess~~  
355 ~~progress. The mid year peer review shall occur on or before January 15. The peer~~

- 356 review committee shall be comprised of at least two colleagues and will be agreed upon  
357 by the teacher and principal during the initial conference.  
358
- 359 ~~7. Toward the end of the school year, the licensed educator shall complete the CII *Self-*~~  
360 ~~*Reflection Grid* to indicate the status of his or her established goal(s).~~
- 361
- 362 ~~8. The principal shall conduct a summary review with the licensed educator to reflect,~~  
363 ~~review progress to date, and share documentation relevant to established goal(s).~~  
364 ~~Evidences gathered, information discussed in conferences, and a written reflection on~~  
365 ~~goal performance shall form the basis of the summary review. The summary review shall~~  
366 ~~occur on or before the last teacher workday of the school year.~~
- 367
- 368 ~~9. The *Results* section of the CII and a copy of CEU documentation shall be filed in the~~  
369 ~~licensed educator's personnel file.~~
- 370
- 371

RESCIND

**PART 4: MANDATORY IMPROVEMENT PLANS**

372

373  
374 If, in an observation report or year-end evaluation, a teacher receives a rating that is below  
375 "Proficient" or otherwise represents unsatisfactory or below standard performance on any  
376 standard that the teacher was expected to demonstrate, the Principal may place the teacher on a  
377 Mandatory Improvement Plan as defined in N. C. Gen. Stat. § 115C-333(b)(1a). The Mandatory  
378 Improvement Plan shall be utilized only if the Superintendent or designee determines that an  
379 Individual, Monitored, or Directed Growth Plan will not satisfactorily address the deficiencies.

380

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

386

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

390

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

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