

# DRAFT

CONTINUOUS IMPROVEMENT PROCESS  
FOR PROFESSIONAL EMPLOYEES  
PROFESSIONAL EDUCATOR EVALUATION SYSTEM

FILE: GCN/AFC-R

## Non-Career Teachers

Teachers who have not yet attained career status with Transylvania County Schools shall have at least four formal classroom observations during the school year. The focus of the observations will be the teacher's progress towards the attainment of goals listed in the teacher's individual growth plan. These observations shall be conducted by persons appropriately trained in the use of the *Teacher Performance Appraisal Instrument* (TPAI) and its related documents and procedures. The first observation shall occur on or before October 15; the second observation shall occur on or before January 15; the third observation shall occur on or before March 1; and, the fourth observation shall occur on or before May 15. ~~The~~ **Following the final observation, the principal will consult with all observers in formulating the** TPAI summative evaluation. ~~The principal shall occur~~ **conduct the summative evaluation conference with the teacher** on or before the last teacher workday of the school year.

## Classroom Observations

The purpose of classroom observations is to provide the teacher with information and suggestions for improvement toward the goals contained in the teacher's individual growth plan.

- The principal shall conduct at least one of the four required observations, and a peer teacher shall conduct one of the four required observations. A teacher's mentor will not conduct a formal formative observation.
- Each formal observation will be for a full instructional activity.
- A post-conference to discuss the information gathered in the formal observation shall take place within five school days after the observation.
- Anyone conducting a formal observation shall file a copy of the written recommendations and conclusions with the principal and Superintendent/designee, as well as furnish a copy to the teacher.
- A principal can place a teacher on an Action Plan with just cause with written notification to the teacher at any time during the school year.
- Annual performance shall be documented for each teacher using the TPAI. After the summative conference with the teacher, the TPAI shall be filed in the teacher's personnel file.

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## Career and Select Probationary Teachers

### Process for Continuous Improvement

- The *Continuous Improvement Instrument* can be used with teachers who have attained career status in Transylvania County Schools, and with probationary teachers who have completed at least one year of successful teaching in Transylvania County Schools and who have the written recommendation of the principal, provided that the probationary teacher is not participating in the Beginning Teacher Induction Program.
- At the beginning of the school year, each teacher using the *Continuous Improvement Instrument* for the first time will complete this instrument at the initial conference with the principal.
- The teacher will review the *Continuous Improvement Instrument Self-Reflection Grid* and the *Continuous Improvement Instrument* with the principal at the initial conference. The initial conference shall take place on or before October 15.
- The teacher and principal will 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 teacher's role in the district's mission and strategic priorities, school improvement plan, and/or grade level or department goals. As a result of the conference a measurable goal will be set. This can be accomplished in one of two ways:
  1. A yearly goal(s) will be written based on data discussed at the initial conference.
  2. A goal(s) for professional growth will be written related to a goal in alignment with the school improvement plan and district priorities.
- The teacher will collect evidences throughout the year on progress toward meeting the goal(s).
- The principal/designee and the teacher will meet throughout the year to discuss progress. The principal/designee shall document three conferences for the selected probationary teachers. The mid-year peer review will serve as the required teacher review.
- A mid-year peer review committee shall meet with career teachers and selected probationary teachers to assess progress on or before January 15. The peer review committee will be comprised of at least two colleagues and will be agreed upon by the teacher and the principal during the initial conference.

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- At the end of the year, the teacher shall complete the *Continuous Improvement Instrument Self-Reflection Grid* to indicate the status of each of the teacher's selected goal(s).
- The principal/designee will conduct an end-of-year review with the teacher to reflect, review progress, and share documentation on the goal(s). Evidences gathered, information discussed in conferences, and a written reflection on goal performance shall be the basis for review. This review shall be completed on or before the last workday of the school year.
- The Results portion (Section 7) of the *Continuous Improvement Instrument* and a copy of CEU documentation shall be filed in the teacher's personnel file.
- A principal can assign a career or probationary teacher to the TPAI with just cause and written notification to the teacher at any time during the school year.
- A principal can place a teacher on an Action Plan with just cause and written notification to the teacher at any time during the school year.

## Building and District Level Administrators

### Process for Continuous Improvement

- The administrator and Superintendent/designee shall review the *Continuous Improvement Instrument Self-Reflection Grid* and agree on the strategic priority and criteria for the year's focus on or before August 30. The conference will include, but is not limited to, the administrator's role in the district mission, district strategic priorities, school improvement plan goals, grade level or subject goals, and/or departmental goals. As a result of the conference a measurable goal(s) will be set. This can be accomplished in one of two ways:
  1. A yearly goal(s) will be written based on data discussed at the initial conference.
  2. A goal(s) for professional growth will be written in alignment with the school improvement plan and/or district priorities.
- Throughout the year the administrator will collect evidences on progress toward meeting the goal(s).
- The administrator and the Superintendent/designee will meet throughout the year to determine progress.

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- A mid-year peer review committee shall meet with the administrator to discuss progress toward meeting annual goals on or before February 15. The peer review committee will be comprised of at least two colleagues as determined by the Superintendent/designee.
- On or before June 30, the administrator will complete the *Continuous Improvement Instrument Self-Reflection Grid* and shall meet with the Superintendent/ designee to reflect, review progress, and share documentation on the goal(s). Evidences gathered, information discussed in conferences, and a written narrative shall be the basis for review. The administrator and Superintendent/designee will determine a growth plan for the next school year during the review.
- The results portion of the *Continuous Improvement Instrument* and a copy of CEU documentation shall be filed in the administrator's personnel file and will serve as the Individual Growth Plan.
- The Superintendent can place an administrator on an Action Plan with just cause and written notification to the administrator at any time during the school year.

### Action Plans

The Transylvania County Board of Education expects optimum performance from all employees. This expectation is especially true for certified employees whose jobs directly or indirectly provide instructional services to students. If an employee does not meet this performance standard, the Superintendent and the employee will work to correct any performance deficiencies.

The purpose of an Action Plan is to help and support any professional employee exhibiting performance deficiencies to achieve continuous improvement and growth. An Action Plan is a remedial device that may not be appropriate in every circumstance. Notwithstanding the following policies and procedures mandating the use of Action Plans, the Superintendent may non-renew, terminate, or discipline any employee or recommend such action to the Board of Education as permitted by law for inadequate performance or misconduct. The Superintendent shall make this determination on a case-by-case basis after (1) reviewing all available documentation, (2) meeting with the employee, and (3) consulting with the employee's principal or supervisor. An Action Plan may be used along with appropriate disciplinary action as determined by the Superintendent.

### Action Plan Required

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An Action Plan shall be required for any teacher who receives a rating of Below Standard or Unsatisfactory on any function contained in the *Teacher Performance Appraisal Instrument*. Additionally, an Action Plan shall be required when a professional staff member receives written notification from his/her immediate supervisor that his/her performance is deemed below standard or unsatisfactory.

## Action Plan Components

An Action Plan shall include the following components:

1. Identification of the problem(s) to be corrected
2. Performance of expectations
3. Strategies for correcting the problem(s)
4. Feedback from the evaluator
5. Target date(s) by which the problem(s) will be corrected

~~An~~ The overall duration of an action plan shall be determined on a case-by-case basis; however, an employee placed on an Action Plan shall have a performance review no later than 90 school days from the effective date of the Action Plan. The principal shall use the TPAI to document the review. The TPAI should be an accurate reflection of the employee's performance on the Action Plan.

## ~~Review Below Standard or Unsatisfactory~~ Employee Re-Evaluation

If the employee receives two Below Standards or one Unsatisfactory ~~on the review~~ in any function of the TPAI re-evaluation, the Superintendent shall recommend the employee's dismissal or demotion to the Board of Education.

If the employee receives one Below Standard ~~on~~ in any function on the TPAI re-evaluation, the employee shall ~~may~~ be placed on a second Action Plan or recommended for dismissal or demotion at the sole discretion of the Superintendent. If the Superintendent elects to place the employee on a second Action Plan, the ~~The~~ employee will have a minimum of 45 school days to complete the second Action Plan. If less than 45 school days remain in the school year, the effective date of the second Action Plan will be the first day of the next school year with a performance review in 45 days. All ratings on the TPAI for this second review must be At Standard or higher. If not, the Superintendent will recommend the employee's dismissal or demotion.

## Action Plan Development

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The employee's immediate supervisor shall develop the Action Plan in cooperation with the Superintendent/designee. The employee shall receive ~~the~~ a draft Action Plan five school days from receipt of written notification of the Action Plan requirement or seven calendar days from the summative TPAI conference. The employee shall have a minimum of ~~24 hours excluding weekends and school breaks~~ two full workdays, excluding holidays and summer break, to review the Action Plan and return the plan with comments to the employee's immediate supervisor. The immediate supervisor will finalize the Action Plan after reviewing the employee's comments, and the employee must sign the Action Plan within 24 hours of receiving the final version. The effective date of the Action Plan will be the day the plan is ~~returned to~~ finalized by the immediate supervisor, signed and dated by both individuals.

Ref. N.C.G.S. §§ 115C – 325, 333 (a, b, c)

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