

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

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 most recent professional growth 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.
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 15~~

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

B. Career Teachers

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

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

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

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, 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 Element in the *Rubric*;
- B. Provide a written comment for any Element marked "Not Demonstrated";
- C. Assign an overall performance rating for each 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.

COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS

INDIVIDUAL GROWTH PLANS

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

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).

COMPONENT 9: EFFECT ON LICENSING AND CAREER STATUS

BEGINNING TEACHERS

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

PROBATIONARY TEACHERS

Effective July 1, 2010, and pursuant to policy TCP-C-004 of the North Carolina State Board of Education, a Principal must rate a probationary teacher as "Proficient" on all five North Carolina

Professional Teaching Standards on the most recent *Teacher Summary Rating Form* before recommending that teacher for election to career status under NCGS § 115C-325.

PART 2: THE NORTH CAROLINA SCHOOL EXECUTIVE: PRINCIPAL EVALUATION PROCESS

PURPOSE

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

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

PROCESS

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

STEP 1: ORIENTATION

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

STEP 2: PRE-EVALUATION PLANNING

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

STEP 3: MEETING BETWEEN PRINCIPAL AND SUPERINTENDENT

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

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

STEP 4: DATA COLLECTION

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

STEP 5: MID-YEAR EVALUATION BETWEEN PRINCIPAL AND SUPERINTENDENT

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

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:
 - a. An annual goal may be written based on relevant data discussed during the initial conference.
 - b. An annual goal for professional growth may be established related to a goal in alignment with the school improvement plan and the district's strategic plan.
4. The licensed educator shall collect evidences throughout the school year that demonstrate progress toward meeting established CII goal(s).
5. The principal and/or principal's designee shall meet throughout the school year to discuss progress. The principal and/or principal's designee shall document at least three such interim conferences with the licensed educator throughout the school year.
6. A mid-year peer review committee shall meet with the licensed educator to assess progress. The mid-year peer review shall occur on or before January 15. The peer review committee shall be comprised of at least two colleagues and will be agreed upon by the teacher and principal during the initial conference.
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.

PART 4: DIRECTED GROWTH PLANS

In addition to the foregoing provisions for professional performance evaluations, the superintendent or superintendent's designee can establish a Directed Growth Plan to remediate identified performance deficiencies at any time during the school year with just cause and written notification to the licensed educator.

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

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

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