
EVALUATION OF LICENSED EMPLOYEES

Evaluation Instruments

The following instruments shall be used to evaluate licensed employees:

- a. The *North Carolina Teacher Evaluation Process (NCTEP)* shall be used for all classroom teachers.
- b. The *North Carolina School Executive: Principal Evaluation Process* will be used for school administrators (including assistant principals).
- c. Evaluations for central office administrators will be designed by supervisors and approved by the Assistant Superintendent for Human Resources.
- d. The Board of Education will utilize the *North Carolina School Executive: Superintendent Evaluation Process* to evaluate the superintendent beginning 1 August 2011.
- e. The *Performance Appraisal Evaluation Instruments for School Social Workers, School Counselors, Speech-Language Pathologists, Media Coordinators, Technology Facilitators, and School Psychologists* will be used for those specific groups of licensed employees.

North Carolina Teacher Evaluation Process

1. The district shall establish an NCTEP calendar/timeline each year to which school administrators will adhere.
2. Within two weeks of the first workday in any school year, there shall be an orientation to NCTEP for all staff, at which time directions for accessing the NCTEP rubric, the state board and local board policies regarding teacher evaluation, and a schedule for completing components of the evaluation process will be distributed.
3. Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process.
4. Whenever possible post observation conferences shall occur in teacher's classrooms so that the teacher may have easy access to artifacts.
5. **Summary Evaluation Conferences**
 - a. In accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. The evaluator shall schedule the summary evaluation conference at a time and date with adequate notice to the teacher.
 - b. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent professional development plan, and components of the NCTEP 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.
 - c. At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- i. give a rating for each element in the rubric
 - ii. make a written comment on any element marked not demonstrated
 - iii. give an overall rating for each standard in the rubric
 - iv. provide the teacher with the opportunity to add comments to the summary rating form
 - v. review the completed teacher summary rating form with the teacher
 - vi. secure the teacher's signature on the record of activities and summary rating form.
- d. **Beginning Teachers** - 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 2 License.
 - e. **Probationary Teachers** - 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 in order to be eligible for career status.
6. **Professional Development Plans** will be developed each year pursuant to Board Policy 7811.

The North Carolina Teacher Evaluation Process for Probationary Teachers

1. Probationary teachers are teachers who have not been granted career status in their current North Carolina district.
2. The probationary teacher shall complete a self assessment based on the NCTEP rubric annually. The self assessment will be used by the principal and teacher to develop a professional development plan (PDP) at the beginning of each school year.
 - a. The teacher shall select at least one goal to target for improvement. This goal shall be determined by the teacher's self assessment, and/or prior summary evaluation conference, or school or district goals for improvement. In addition, principals may add an administrative goal, if deemed necessary.
 - b. The goal(s) shall be targeted by the teacher for self-directed growth.
 - c. The goal shall be identified in conference with the principal (or designee) at the start of the year. A mid-year conference shall be held to determine the state of progress toward reaching the goal. Additionally, an end-of-year conference shall be held to determine if the goal has been met, or if it shall be continued into the next school year. Multiple sources of feedback shall be used in helping the teacher determine whether or not the goal has been met.
 - d. Principals must provide support to teachers in the attainment of the goal.
3. The probationary teacher shall have a minimum of three observations conducted by school administrators **and** one peer observation.
4. For **beginning teachers** (*those in the first, second, or third years of experience with the SPI license*), the first observation shall be conducted by the school principal. If an observer notes that a beginning teacher is experiencing difficulty, the principal shall conference with the mentor and beginning teacher (BT) to determine appropriate measures for improvement, which may include a monitored or directed growth plan.
5. The first observation shall be an announced **formal** observation. A formal observation shall last at least forty-five (45) minutes or an entire class period.

6. Before the first formal observation, the principal shall conduct a pre-observation conference 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 development plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s); a copy of the lesson plan is sufficient. The goal of this conference is to prepare the principal for the observation. Pre-observation conferences are not required for subsequent observations.
7. The remaining formal observations may be announced or unannounced. School administrators are not prohibited from conducting additional informal and/or formal observations. *Informal observations last a minimum of twenty (20) minutes in one setting and can occur as an evaluator visits the classroom, helps a student, or "drops in" on a classroom. A post-observation conference is not required for informal observations though administrators are strongly encouraged to provide feedback to teachers.*
8. Each formal observation shall be followed by a post-observation conference with the observing administrator and be conducted within 10 school days of the observation (unless absences of required personnel make this impractical).
9. *1st and 2nd year Beginning Teachers* shall have their mentor present for all pre- and post-observation conferences.
10. The principal shall be responsible for conducting the summary evaluation conference and scoring the teacher summary rating form of **beginning teachers**. In making the summative evaluation, the principal shall use multiple sources of data in determining the final ratings.
11. In May of each year, the principal shall make a recommendation to the Superintendent whether or not the contracts of probationary teachers should be renewed.

The North Carolina Teacher Evaluation Process for Career Status Teachers

1. Career status teachers are those who have been granted "career status" as defined by general statute GS 115C-325.
2. The normal cycle is one year of formal evaluation followed by four abbreviated evaluations, in accordance with the teacher's licensure renewal cycle.
3. For any year, a career status teacher may be placed, by the principal, on a formal evaluation.
4. The *Performance Appraisal Evaluation Instruments for School Social Workers, School Counselors, Speech-Language Teachers, Media Coordinators, Instructional Technology Facilitators, and School Psychologists* will be used for those specific groups of licensed employees during their formal evaluation every fifth year.

Formal Evaluations for Career Status Teachers

1. Each year career status teachers shall complete the teacher self assessment based on the NCTEP rubric and then develop a Professional Development Plan pursuant to Board Policy 7811.
 - a. The teacher shall select at least one goal to target for improvement. This goal shall be determined by the teacher's self assessment, and/or prior summary

evaluation conference, or school or district goals for improvement. In addition, principals may add an administrative goal, if deemed necessary.

- b. The goal(s) shall be targeted by the teacher for self-directed growth.
 - c. The goal shall be identified in conference with the principal (or designee) at the start of the year. A mid-year conference shall be held to determine the state of progress toward reaching the goal. Additionally, an end-of year conference shall be held to determine if the goal has been met, or if it shall be continued into the next school year. Multiple sources of feedback shall be used in helping the teacher determine whether or not the goal has been met.
 - d. Principals must provide support to teachers in the attainment of their goal(s).
2. The first observation shall be an announced **formal** observation. A formal observation shall last at least forty-five (45) minutes or an entire class period.
 3. Before the first formal observation, the principal shall conduct a pre-observation conference 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 development plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s); a copy of the lesson plan is sufficient. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.
 4. The remaining **formal** observations may be announced or unannounced. School administrators are not prohibited from conducting additional informal and/ or formal observations. *Informal observations last a minimum of twenty (20) minutes in one setting and can occur as an evaluator visits the classroom, helps a student, or "drops in" on a classroom. A post-observation conference is not required for informal observations though administrators are strongly encouraged to provide feedback to teachers.*
 5. Each formal observation shall be followed by a post-observation conference with the observing administrator and conducted within 10 school days of the observation (unless absences of required personnel make this impractical). During the post-observation conference, the principal and teacher shall discuss and document on the NCTEP Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.
 6. The principal may choose to conduct observations beyond the minimum level.
 7. The classroom observations are an important source of feedback for the teacher and for the administrator to use during the summary evaluation conference; however the ratings given on the teacher summary rating form shall not be based solely on the classroom observations.
 8. It is required that the administrator conducting the summary evaluation conference and scoring the teacher summary rating form shall conduct at least one classroom observation for the teacher.
 9. The purpose of the observation is to capture a "snapshot" of what the teacher does every day on a regular basis with students.
 10. Both the teacher and the administrator shall sign and date the NCTEP Rubric during the post-observation conference.
 11. All data collected during each observation and post-observation conference shall be maintained electronically.

Abbreviated Evaluations for Career Status Teachers

1. Abbreviated evaluations will be used for teachers who are not in their licensure renewal year and who have met certain criteria that indicate readiness to engage in self-directed growth with minimal supervision. These criteria include:
 - a. Demonstration of proficient, accomplished, or distinguished levels of performance on prior evaluations.
 - b. Not required by issues of licensure or tenure to receive the formal evaluation.
 - c. Not under a monitored or directed growth plan or a mandatory improvement plan).
 - d. Other criteria determined or set by district policy.
2. During each year between licensure renewal, career status teachers shall complete the teacher self assessment based on the NCTEP rubric and then develop a Professional Development Plan pursuant to Board Policy 7811.
 - a. The teacher shall select at least one goal to target for improvement. This goal shall be determined by the teacher's self assessment, and/or prior summary evaluation conference, or school or district goals for improvement. In addition, principals may add an administrative goal, if deemed necessary.
 - b. The goal(s) shall be targeted by the teacher for self-directed growth.
 - c. The goal shall be identified in conference with the principal (or designee) at the start of the year. A mid-year conference shall be held to determine the state of progress toward reaching the goal. Additionally, an end-of-year conference shall be held to determine if the goal has been met, or if it shall be continued into the next school year. Multiple sources of feedback shall be used in helping the teacher determine whether or not the goal has been met.
 - d. Principals must provide support to teachers in the attainment of their goal(s).
3. The decision to move a teacher from the abbreviated evaluation cycle to the formal evaluation cycle may depend on a variety of reasons which include but are not limited to:
 - a. The teacher has completed four years of abbreviated evaluations;
 - b. The teacher will be changing teaching assignments for the next year thus requiring more direct supervision and support;
 - c. There have been concerns raised throughout the year that have been documented and indicate the teacher would best be served through more direct support and supervision;
 - d. The teacher is uncomfortable with the lack of direct support and supervision and requests a return to the formal evaluation process.
4. Each year of the abbreviated evaluation, the teacher will have at least two informal observations by the principal (or designee) with feedback. *Informal observations last a minimum of twenty (20) minutes in one setting and can occur as an evaluator visits the classroom, helps a student, or "drops in" on a classroom. A post-observation conference is not required for informal observations though administrators are strongly encouraged to provide feedback to teachers.*
5. All activities related to the teacher evaluation process will be documented on the record of teacher evaluation activities and a copy of this documentation will be maintained electronically.

The Evaluation of Principals and Assistant Principals

All Principals and Assistant Principals shall be evaluated annually using *The School Executive: Principal Evaluation Process*. 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 following steps outline the required elements of the principal evaluation process.

Process

1. Principals evaluate assistant principals who are assigned to their building. The Superintendent and/or the Superintendent's designee will evaluate principals.
2. At the beginning of the school year, the superintendent/designee will conduct an Orientation for all school administrators during which time instructions will be provided for accessing the evaluation process materials.
3. 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.
4. Principals will meet individually with the district superintendent or a designee who has been delegated the responsibility to discuss the results of the self assessment, preliminary performance goals, and the evidence and data to be gathered for the evaluation process. Although as many as six goals could be written, it is recommended that administrators include between two and four goals in their *Professional Growth Plan*. Also, timelines should be established for each goal. Some type of artifact as evidence of progress toward accomplishment of goals should be embedded in the PGP. The principal and superintendent will agree on the data, evidence, and artifacts necessary to complete the evaluation process.
5. The principal will collect the data agreed upon which 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 district superintendent/designee will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community.
6. Mid-year, principals will meet individually with the district superintendent or a designee who has been delegated the responsibility to discuss the principal's progress toward achieving his or her annual goals. This discussion will focus on the status of goal attainment and mid-year adjustments to the professional growth plan that must be made in order to achieve goals by the end of the school year.
7. In preparation for the end-of-year discussion, the principal will synthesize the information obtained throughout the year in order to prepare a consolidated assessment or comprehensive view of performance for the year. This brief summary of the data and artifacts used to judge performance should be provided to the superintendent /designee

well in advance of the end-of-year discussion, during which final performance ratings will be discussed.

8. The principal and superintendent/designee will meet 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/designee will discuss and collaboratively determine a summative rating for each evaluation standard and agree upon performance goals and recommendations for next year's Professional Growth Plan.
9. In cases where there is a disagreement on one or more points of substance, the principal/assistant principal may provide a rebuttal to whatever part of the supervisor's evaluation summary he/she finds troublesome. That rebuttal must be submitted within five (5) working days to the Human Resource Office and is attached to reports placed in the personnel file.
10. If the principal/assistant principal receives a final evaluation that is not satisfactory, he/she will have a more intense *Professional Growth Plan* similar in nature to a monitored or directed growth Plan.

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