

NORTH CAROLINA STATE BOARD OF EDUCATION**Policy Manual**

Item	Description
Policy Title	Teacher Performance Appraisal Process
Policy Category	Evaluations and Qualifications (EVAL)
Policy ID	EVAL-004
Policy Date	04/07/2016
Previous Policy Dates	07/07/1987, 07/11/1996, 11/05/1998, 10/02/2008, 08/04/2011, 09/01/2011, 02/05/2015, 12/03/2015
Statutory Reference	GS 115C-333

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

The North Carolina Teacher Evaluation Process shall be conducted annually, according to one of the following cycle types:

The North Carolina Professional Teaching Standards are:

Standard I: Teachers Demonstrate Leadership

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Standard III: Teachers Know the Content They Teach

Standard IV: Teachers Facilitate Learning for Their Students

Standard V: Teachers Reflect on Their Practice

The North Carolina Teacher Evaluation process shall be conducted annually, according to one of the following cycle types:

Comprehensive Evaluation Cycle

- Teacher Self-Assessment
- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Formal Observation (with post-conference)
- Formal Observation (with post-conference)
- Peer Observation (with post-conference)
- Summative Evaluation Conference
- Summary Rating Form

Standard Evaluation Cycle

- Teacher Self-Assessment
- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Observation (Formal or Informal)
- Observation (Formal or Informal)
- Summative Evaluation Conference
- Summary Rating Form

Abbreviated Evaluation Cycle

- Teacher Self-Assessment
- Professional Development Plan
- Observation on Standards 1 and 4 (Formal or Informal)
- Observation on Standards 1 and 4 (Formal or Informal)

- Summative Evaluation Conference on Standards 1 and 4
- Summary Rating Form on Standards 1 and 4

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

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

Copies may be provided by electronic means.

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 year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, 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). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A formal observation shall last at least forty-five minutes or an entire class period. An informal observation shall be at least 20 minutes in duration
- New teachers who have not been employed for at least three consecutive years
 1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new teachers.
 2. A peer shall conduct one formal observation of a new teacher.
- Experienced Teachers (including those with career status) who have been employed for three or more years

1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all teachers with greater than three years of experience.

During observations, the principal and peer (in the case of a new teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal 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

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. 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. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of 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; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

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 and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 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 sequential years; and

B. 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, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing

Effective with the 2008-2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-2011 school year, all teachers in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process in which case the local board shall use that instrument.

Beginning Teachers

Effective with the 2016-2017 school year, initially teachers must teach three years in order to move from an Initial to Continuing License.

Process for Abbreviated Annual Evaluations

The annual evaluation requirement for experienced teachers (including those with career status), who have been employed for three or more years can be met through either, a comprehensive, standard, or an abbreviated evaluation cycle.

An abbreviated evaluation cycle consists of evaluator ratings only on Standards One and Four of the Teacher Evaluation Process.

The abbreviated evaluation process for Standards One and Four remains consistent with the Teacher Evaluation Process described above with the exception of the requirement for observations.

Teachers receiving an abbreviated evaluation should receive two informal observations of a

minimum of twenty minutes each. Observers shall note the teacher's performance in relationship to Standards One and Four on the Rubric for Evaluating North Carolina Teachers.

Teachers receiving an abbreviated evaluation may request that the evaluator conduct a formal observation as described above.

Process for Evaluation of Licensed Staff in Low-Performing Schools

For schools designated as low performing, school administrators shall evaluate, as early in the school year as possible, all licensed employees for the purpose of providing adequate time for the development and implementation of a mandatory improvement plan.

The evaluation of licensed staff in a low-performing school shall consist of the prior year summative evaluation (where available), all available student-growth data (EVAAS or ASW, if applicable), the staff member's Professional Development Plan (PDP), a pre-observation conference (as defined in Component 4 of this policy), a formal observation (as defined in Component 5 of this policy), and a post-observation conference (as defined in Component 6 of this policy).

Based on the formal observation and other available evaluation data, the administrator shall assign performance ratings in accordance with Component 7 of this policy. If the licensed staff member is determined to have an area of deficiency (less than "Proficient" on Standards 1-5, then the evaluator shall recommend to the superintendent that:

- the employee receive a mandatory improvement plan, or
- the employee be dismissed, demoted, or not be recommended for contract renewal, or
- the employee be removed immediately for conduct that causes substantial harm to the educational environment, or
- no recommendation be made (with explanation to superintendent).

If a mandatory improvement plan is recommended for a licensed staff member, then the PDP may function as the mandatory improvement plan provided it addresses all areas of deficiency surfaced by the evaluation and contains recommendations and specific supports for satisfactorily resolving such deficiencies. A PDP that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Licensed staff with no deficiencies in practice documented in their evaluations may return to the appropriate evaluation plan type (Comprehensive, Standard, or Abbreviated) for the remainder of the school year. The evaluation process described above does not meet the requirements of an annual evaluation for licensed staff, but can be used to satisfy one observational requirement for an annual evaluation.

LEAs that recommend a licensed staff member for dismissal or demotion should consult their local board attorney and follow the procedures outlined in N.C. Gen. Stat. § 115C-333(b)(2a).

Related Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Reference

GS 115C-333

Description

[Personnel Evaluations](#)