

**ORANGE COUNTY
BOARD OF EDUCATION
AGENDA ITEM ABSTRACT**

Meeting Date: November 7, 2011

AGENDA

ITEM No. 11-11-15

ACTION ITEM: (Y/N) Y

SUBJECT: Evaluations and Improvement Plans Policy # 7810 Revised – 1st Reading Approval

INFO. CONTACT: Ms. Marcie Holland **PHONE:** 919-732-8126

ATTACHMENT: 1. Evaluations and Improvement Plans Policy # 7810 Revised
2. Evaluation of Licensed Employees Policy # 7810
3. Action Plans for Licensed Employees Policy # 7811
4. Senate Bill 466 (E3)

PURPOSE: The purpose of this item is to replace the current policies on evaluation of licensed employees and action plans for licensed employees.

BACKGROUND: During the most recent legislative session, the General Assembly made substantial revisions to the teacher tenure law. Specifically, the new law removed the requirement for an action plan for teachers identified as not meeting performance standards and replaces it with a mandatory improvement plan. A copy of Senate Bill 466, Section 3 is provided that outlines the revisions.

The recommended new policy # 7810 is to replace two current policies, Evaluation of Licensed Employees Policy # 7810 and Action Plans for Licensed Employees Policy # 7811. Because improvement plans, including the new mandatory improvement plans, are tied directly to the employee evaluations, counsel recommends one policy.

The recommended policy updates and clarifies the evaluation requirements for probationary and career status teachers, including the abbreviated evaluation process adopted by the State Board of Education for career status teachers in their formative years.

This revised policy has been recommended by counsel, Jonathan Blumberg, Tharrington-Smith, LLP.

FINANCIAL IMPACT: None.

RECOMMENDATION: The Superintendent recommends the Board of Education approve the new Evaluations and Improvement Plans Policy #7810 for 1st reading approval.

EVALUATIONS AND IMPROVEMENT PLANS

Date Reviewed/Approved:
12/07/2009

Policy Number: 7810

Rescinds Policy Number: GBI

Issued: 08/12/1985, 06/21/2004, 12/03/2007

Evaluations

Evaluation of licensed employees is a mandated duty and responsibility of the administration. The Superintendent is authorized to establish procedures for evaluating licensed employees. All teachers and other licensed staff shall be evaluated according to any rules and regulations established by the Superintendent and any rules and regulations required by law or by the North Carolina State Board of Education. School principals or other evaluators may supplement the evaluation process as appropriate.

Each person employed by the Orange County Board of Education and defined as a "teacher" by G.S. 115C-325(a)(6) shall be evaluated at least annually in accordance with law.

1. Probationary teachers will receive an evaluation by the principal on all standards on the teacher evaluation instrument every year. Career teachers will receive an evaluation on all standards in their license renewal year or when required by the superintendent, designee, or school principal. In any other year, career teachers will receive an evaluation on standards one, four, and six as specified by the State Board of Education.
2. All probationary teachers shall be observed at least three times annually by the principal or the principal's designee and at least once annually by a teacher. Teachers with career status who are scheduled to receive an evaluation on all evaluation standards (summative cycle) will receive, at a minimum, one formal and two informal observations. Teachers with career status who are scheduled to receive an evaluation on standards one, four and six (abbreviated evaluation) shall receive a minimum of two informal observations (a minimum of 20 minutes in the classroom) by the principal or designee.
3. All licensed employees assigned to a school that has been identified as low-performing, but has not received an assistance team, shall be evaluated at least once annually. This evaluation shall occur early enough during the school year to provide adequate time for the development of a mandatory improvement plan if one is needed. If the employee is a teacher as defined under G.S. 115C-325(a)(6), the principal, assistant principal who supervises the teacher, or an assistance team assigned under G.S. 115C-334 shall conduct the initial evaluation.

Improvement Plans

Any certified employee who receives a not demonstrated, developing, below standard, or unsatisfactory rating on an evaluation shall be placed on an improvement plan to address concerns about the employee's performance, unless the employee is recommended for dismissal, demotion or nonrenewal. An improvement plan also may be used whenever appropriate to address performance concerns.

1. The improvement plan shall contain a statement of the employee's performance problem(s) and list specific expectations for improvement. The supervisor may consider input from the certified employee in developing the plan.
2. The improvement plan shall provide for periodic review of the employee's performance in meeting the objectives of the action plan.

3. If the employee's performance fails to meet expectations stated in the plan, the Superintendent and the employee's supervisor shall decide whether to recommend that the employee be dismissed, demoted or nonrenewed.
4. An employee's compliance with the improvement plan is mandatory.
5. An improvement plan constitutes a warning to the employee that the employee must improve his or her performance in order to continue working for the school system.
6. This policy does not limit the Superintendent's authority to recommend dismissal for any reason allowed by law.
7. The improvement plans for teachers are as follows:

Monitored Growth Plans

The Superintendent, designee, or principal may place a teacher on a Monitored Growth Plan at any time to address performance concerns. 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.

Directed Growth Plans

The Superintendent, designee, or principals may place a teacher on a Directed Growth Plan to address serious performance concerns or when the teacher does not consistently demonstrate proficient performance while on a Monitored Growth Plan. A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated "Not Demonstrated" on any standard on the Teacher Summary Rating Form; or "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.

A Directed 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.

Mandatory Improvement Plan

If the school system retains the employment of a teacher who is not proficient in all standards, the teacher has a duty to demonstrate significant and sustained improvement to attain proficient performance on a Monitored Growth Plan or a Directed Growth Plan. A Monitored and/or Directed Growth Plan provide a teacher ample opportunity to attain proficient performance. In order to assure that students receive quality instruction, a teacher who has not attained proficient performance with the benefit of a Monitored and/or Directed Growth plan ordinarily will be recommended for dismissal. In extraordinary situations, the superintendent or designee has the discretion to retain a teacher who has not demonstrated proficient performance despite the benefit of a Monitored and/or Directed Growth Plan, in which case the teacher will be placed on a Mandatory Improvement Plan. Before placing a teacher on a Mandatory Improvement Plan, the superintendent or designee must determine that a Monitored or Directed Growth Plan will not adequately address the deficiencies in the teacher's performance.

A Mandatory Improvement Plan will provide the teacher with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided the teacher so that the teacher, within a specified period of time, will satisfactorily resolve such deficiencies. The teacher on a Mandatory Improvement Plan will receive an observation from a “qualified observer” in accordance with law. Mandatory Improvement Plans shall be designed to be completed within 90 instructional days or before the beginning of the next school year.

8. Employees in low-performing schools: If a licensed employees in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a Mandatory Improvement Plan or (ii) the superintendent recommend that the employee be dismissed or demoted. The superintendent shall determine whether to develop a Mandatory Improvement Plan or recommend dismissal. If the superintendent recommends a Mandatory Improvement Plan, then:
 - a) The improvement plan shall be developed by the person who evaluated the employee or by the employee’s supervisor. If, however, the evaluation was conducted by an assistance team, the team shall develop the plan in collaboration with the employee’s supervisor.
 - b) The improvement plan shall be designed to be completed within 90 instructional days or before the beginning of the next school year. The teacher does not have a right to an observation by a qualified observer.
 - c) Upon completion of the improvement plan, the superintendent, superintendent’s designee, or assistance team shall reevaluate the employee. At that time, if the employee has failed to become proficient in any of the performance standards articulated in the Mandatory Improvement Plan, or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed or demoted.

Inadequate Performance

This policy does not create any additional rights for teachers and a teacher has no right to a Monitored or Directed Growth Plan or a Mandatory Improvement Plan. A teacher is subject to dismissal for any of the grounds set forth by law including “inadequate performance.” Inadequate performance shall mean (i) the failure to perform at a proficient level on any standard of the evaluation instrument or (ii) otherwise performing in a manner that is below standard. However, for a probationary teacher, a performance rating below proficient may or may not be deemed adequate at that stage of development by a Superintendent or designee. For a career teacher, a performance rating below proficient shall constitute inadequate performance unless the principal noted on the instrument that the teacher is making adequate progress toward proficiency given the circumstances.

9. The Superintendent is authorized to develop procedures to enforce this policy.

Legal References: G.S. 115C-333, -333.1, -325, -334, TCP-C-004, SBE Requirement for Annual Teacher Evaluation, SB 466 (E3)

Adopted: February 7, 2005

Amended: September 12, 2011

EVALUATION OF LICENSED EMPLOYEES

Date Reviewed/Approved: 12/07/2009 *Policy Number:* 7810

Rescinds Policy Number: GBI

Issued: 08/12/1985, 06/21/2004, 12/03/2007

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The primary purpose of evaluation is to assist teachers to improve the instructional program for students. Evaluation is also a means of assessing the performance of teachers and of promoting their professional improvement and growth. Another purpose of evaluation is to provide information to leadership personnel to assist them in making personnel decisions.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board policies. School administrators with responsibility for conducting evaluations shall comply with all state requirements in regard to the type and frequency of evaluation. The school principal shall evaluate teachers. The superintendent or designee shall evaluate principals and assistant principals. All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel. The annual evaluation of principals must include a mid-year review. The evaluation system must incorporate the following board directives.

1. Observations and evaluation will be initiated and coordinated by the principal. The principal may also be helped in this process by his/her designee with the approval of the superintendent. It is the responsibility of the principal to keep the superintendent informed of the teaching performance of his/her staff.
2. Exemplary performance as well as deficiencies in performance must be clearly identified. The board expects principals and supervisors to exert every effort to assist teachers in the remediation of deficiencies disclosed by observation and evaluation and to encourage teachers to develop their teaching performance to an optimum degree.
3. Evaluators are encouraged to use supplemental means of assessing performance in addition to the state performance assessment rubrics, including but not limited to, additional formal observations, informal observations, conferences, review of lesson plans and grade books, interactions with the employee, plans of improvement and any other accurate indications of performance.
4. Student performance and other student outcome data also may be considered as a part of the evaluation of school administrators, teachers and other personnel whether or not the assessment rubric for the class of employees under evaluation includes collection of such data. Multiple means of assessing student performance must be used whenever possible.
5. Peer observations of probationary teachers must be conducted as required by law using the evaluation instrument and process established by the State Board and must be considered by the school administrator in evaluating teacher performance.
6. Supervisors and principals should facilitate open communication with employees about performance expectations.
7. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with the immediate supervisor.

8. Evaluators are responsible for adhering to the evaluation system and all applicable state guidelines on the evaluation of employees. The collection of evaluation data (classroom observations, feedback data, etc.) should occur in a manner in which feedback can be provided to the teacher and performance can be improved.

Student services personnel and all other licensed staff will be evaluated using their respective approved evaluation plan and instrumentation.

Evaluation data will be submitted to the central office personnel file in accordance with state law and Policy 7820 Personnel files.

9. Evaluation data will be used in making employment decisions, including professional development and assistance and career status. Employment decisions may be made by the board and administration regardless of whether the evaluation system has been followed by evaluators, so long as there is a legally sufficient basis for the decisions.
10. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary performance and to capitalize on the abilities of exemplary employees in helping other employees.

The superintendent will develop any other necessary procedures and will provide training, as necessary, to carry out the board directives.

Legal References: G.S. 115-C-47(18), 286.1 -325, -333; State Board of Education Policies TCP-C-004, 005

Cross References: Professional and Staff Development (policy 7800), Career Status (policy 7410), School Administrator Contracts (policy 7425), Action Plans for Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930)

ACTION PLANS FOR LICENSED EMPLOYEES

Date Reviewed/Approved: 1/19/2010

Policy Number: 7811

Rescinds Policy Number:

Issued: 01/19/1999, 04/19/2004, 12/03/2007

The Board expects all licensed employees to maintain high levels of performance. If employees are not meeting these standards, then the superintendent and administrative staff will address any identified performance deficiencies through appropriate means, including placing the employee on an action plan when required by state law, state policy or local policy or when otherwise deemed necessary.

A. ACTION PLANS REQUIRED

Unless the Superintendent chooses to recommend dismissal, demotion or nonrenewal of a poorly-performing tenured teacher, the Superintendent or designee shall require administrative staff to develop and implement an action plan or plan for improvement of performance for each tenured teacher who receives a below standard or unsatisfactory rating on a performance evaluation. Unless otherwise established by legal authority, the Superintendent shall establish criteria that will be deemed evidence of a "below standard" or "unsatisfactory" rating on a performance evaluation.

B. DISCRETIONARY ACTION PLANS

Nothing in the policy shall limit the Superintendent's authority to place an employee on an action plan or other plan of improvement at any time deemed necessary, including when (1) a monitored or directed growth plan is not mandated under State Board policy, or (2) an action plan is not mandated under this policy.

C. ACTION PLAN COMPONENTS

1. Dual Plans: A plan that is intended to serve as both an action plan and a monitored or directed growth plan must meet the requirements set by the State Board. The Superintendent may require additional components beyond those required by the State Board, such as those listed below.
2. Separate Action Plans: An action plan that is not intended to serve a dual role as a monitored or directed growth plan, whether required by law or discretionary, must include the following components:
 - a. Identification of Deficiencies: All performance deficiencies identified in the employee's evaluation shall be identified and addressed on the action plan.
 - b. Performance Expectations: For each problem identified, the plan must include a statement of the expected level of performance.
 - c. Strategies: The action plan must set forth a strategy or strategies designed to correct each identified deficiency. Strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance. They should also identify all individuals responsible for implementing the plan.
 - d. Dates for Monitoring and Completion: The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which the performance is to be improved to the expected level. Action plans required by this policy shall be drafted to be completed within 90 instructional days or before the beginning of the next school year.

D. REEVALUATION REQUIRED

Upon completion of an action plan required under this section, the Superintendent or the Superintendent's designee shall reevaluate the employee and determine whether the employee's performance has improved to "at standard" levels in all areas. If not, it is expected that the superintendent will move to dismiss, demote or transfer the employee to a position in which the employee can be successful. However, if the Superintendent determines that the employee's continuing performance problems are not adversely impacting student learning or the school environment or that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable time then the Superintendent may choose not to recommend dismissal, demotion or transfer. If an employee is retained in his/her position after two poor evaluations, he/she shall be given an additional action plan and reevaluated in accordance with this policy.

E. SPECIAL PROVISION RELATING TO ACTION PLANS FOR LICENSED EMPLOYEES IN LOW PERFORMING SCHOOLS

1. Licensed employees assigned to a low-performing school must be put on action plans as described in Sections A, C and D above.
2. However, if a licensed employee in a low-performing school receives a below standard or unsatisfactory rating on any function of his/her evaluation that is related to the employee's instructional duties, then the following additional provisions apply:
 - a. The person who directly supervises the employee, or the person or group who completed the evaluation shall be responsible for drafting the required action plan for the employee. Assistance or assessment teams must collaborate with the employee's supervisor in developing an action plan.
 - b. Upon reevaluation, after completion of the action plan, the employee shall be dismissed if he/she receives one unsatisfactory or more than one below standard rating on any function that is related to the employee's instructional duties.

Unless otherwise established by legal authority, the Superintendent shall develop procedures that identify the standards of the evaluation instrument that are related to instructional duties for the purposes of compliance with this subsection. The Superintendent shall develop any other procedures necessary to carry out the board's directives.

Legal Reference: G.S. 115C-333 , State Board of Education Policy TCP -C-004

Cross References: Evaluation of Licensed Employees (Policy 7810)

SECTION 3. Chapter 115C of the General Statutes is amended by adding a new section to read:

"§ 115C-333.1. Evaluation of teachers in schools not identified as low-performing; mandatory improvement plans; State Board notification upon dismissal of teachers.

(a) Annual Evaluations. – All teachers who are assigned to schools that are not designated as low-performing and who have not attained career status shall be observed at least three times annually by the principal or the principal's designee and at least once annually by a teacher and shall be evaluated at least once annually by a principal. All teachers with career status who are assigned to schools that are not designated as low-performing shall be evaluated annually unless a local board adopts rules that allow teachers with career status to be evaluated more or less frequently, provided that such rules are not inconsistent with State or federal requirements. Local boards also may adopt rules requiring the annual evaluation of nonlicensed employees. A local board shall use the performance standards and criteria adopted by the State Board and may adopt additional evaluation criteria and standards. All other provisions of this section shall apply if a local board uses an evaluation other than one adopted by the State Board.

(b) Mandatory Improvement Plans for Teachers. – If, in an observation report or year-end evaluation, a teacher receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the teacher on a mandatory improvement plan as defined in G.S. 115C-333(b)(1a). The mandatory improvement plan shall be utilized only if the superintendent or superintendent's designee determines that an individual, monitored, or directed growth plan will not satisfactorily address the deficiencies.

If at any time a teacher engages in inappropriate conduct or performs inadequately to such a degree that such conduct or performance causes substantial harm to the educational environment, and immediate dismissal or demotion is not appropriate, then the principal may immediately institute a mandatory improvement plan regardless of any ratings on previous evaluations. The principal shall document the exigent reason for immediately instituting such a plan. The mandatory improvement plan shall be developed by the principal in consultation with the teacher. The teacher shall have five instructional days from receipt of the proposed mandatory improvement plan to request a modification of such plan before it is implemented, and the principal shall consider such suggested modifications before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan. The State Board shall develop guidelines that include strategies to assist local boards in evaluating teachers and developing effective mandatory improvement plans. Local boards may adopt policies for the implementation of mandatory improvement plans under this section.

(c) Observation by a Qualified Observer. –

- (1) The term "qualified observer" as used in this section is any administrator or teacher who is licensed by the State Board of Education and working in North Carolina; any employee of the North Carolina Department of Public Instruction who is trained in evaluating licensed employees; or any instructor or professor who teaches in an accredited North Carolina school of education and holds an educator's license.
- (2) The local board of education shall create a list of qualified observers who are employed by that board and available to do observations of employees on mandatory improvement plans. This list shall be limited to names of administrators and teachers selected by the school improvement teams in the school system. The school improvement teams shall strive to select administrators and teachers with excellent reputations for competence and fairness.
- (3) Any teacher, other than a teacher assigned to a school designated as low-performing, who has been placed on a mandatory improvement plan shall have a right to be observed by a qualified observer in the area or areas of concern identified in the mandatory improvement plan. The affected teacher and the principal shall jointly choose the qualified observer within 20 instructional days after the commencement of the mandatory improvement plan. If the teacher and the principal cannot agree on a qualified observer within this time period, they each shall designate a person

from the list of qualified observers created pursuant to subdivision (2) of this subsection, and these two designated persons shall choose a qualified observer within five instructional days of their designation. The qualified observer shall draft a written report assessing the teacher in the areas of concern identified in the mandatory improvement plan. The report shall be submitted to the principal before the end of the mandatory improvement plan period. If a teacher or administrator from the same local school administrative unit is selected to serve as the qualified observer, the administration of the local school administrative unit shall provide such qualified observer with the time necessary to conduct the observation and prepare a report. If someone who is not employed by the same local school administrative unit is selected to serve as the qualified observer, the teacher who is the subject of the mandatory improvement plan will be responsible for any expenses related to the observations and reports prepared by the qualified observer. The qualified observer shall not unduly disrupt the classroom when conducting an observation.

(4) No local board of education or employee of a local board of education shall discharge, threaten, or otherwise retaliate against another employee of the board regarding that employee's compensation, terms, conditions, location, or privileges of employment because of the employee's service or completion of a report as an objective observer pursuant to this subsection, unless the employee's report contained material information that the employee knew was false.

(d) Reassessment of the Teacher. – Upon completion of a mandatory improvement plan under subsection (b) of this section, the principal shall assess the performance of the teacher a second time. The principal shall also review and consider any report provided by the qualified observer under subsection (c) of this section if one has been submitted before the end of the mandatory improvement plan period. If, after the second assessment of the teacher and consideration of any report from the qualified observer, the superintendent or superintendent's designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the teacher be dismissed or demoted under G.S. 115C-325. The results of the second assessment produced pursuant to the terms of this subsection shall constitute substantial evidence of the teacher's inadequate performance.

(e) Dismissal Proceedings Without a Mandatory Improvement Plan. – The absence of a mandatory improvement plan as described in this section shall not prohibit a superintendent from initiating a dismissal proceeding against a teacher under the provisions of G.S. 115C-325. However, the superintendent shall not be entitled to the substantial evidence provision in subsection (d) of this section if such mandatory improvement plan is not utilized.

(f) State Board Notification. – If a local board dismisses a teacher for any reason except a reduction in force under G.S. 115C-325(e)(1), it shall notify the State Board of the action, and the State Board annually shall provide to all local boards the names of those teachers. If a local board hires one of these teachers, within 60 days the superintendent or the superintendent's designee shall observe the teacher, develop a mandatory improvement plan to assist the teacher, and submit the plan to the State Board. The State Board shall review the mandatory improvement plan and may provide comments and suggestions to the superintendent. If on the next evaluation the teacher receives a rating on any standard that was an area of concern on the mandatory improvement plan that is again below proficient or a rating that otherwise represents unsatisfactory or below standard performance, the local board shall notify the State Board, and the State Board shall initiate a proceeding to revoke the teacher's license under G.S. 115C-296(d). If on the next evaluation the teacher receives at least a proficient rating on all of the overall performance standards that were areas of concern on the mandatory improvement plan, the local board shall notify the State Board that the teacher is in good standing, and the State Board shall not continue to provide the teacher's name to local boards under this subsection unless the teacher is subsequently dismissed under G.S. 115C-325 except for a reduction in force. If, however, on this next evaluation the teacher receives a developing rating on any standards that were areas of concern on the mandatory improvement plan, the teacher shall have one more year to bring the rating to proficient. If, by the end of this

second year, the teacher is not proficient in all standards that were areas of concern on the mandatory improvement plan, the local board shall notify the State Board, and the State Board shall initiate a proceeding to revoke the teacher's license under G.S. 115C-296(d).

(g) Civil Immunity. – There shall be no liability for negligence on the part of the State Board of Education or a local board of education, or their employees, arising from any action taken or omission by any of them in carrying out the provisions of this section. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes."

SECTION 4. G.S. 115C-276(s) reads as rewritten:

"(s) To Provide for Annual Evaluations and ~~Action-Mandatory Improvement Plans~~. – The superintendent shall provide for the annual evaluation of all ~~certified-licensed~~ employees assigned to low-performing schools that did not receive an assistance team. The superintendent shall determine whether all principals and assistant principals who evaluate ~~certified-licensed~~ employees are trained in the proper administration of the employee evaluations and the development of appropriate ~~action-mandatory improvement plans~~. The superintendent also shall arrange for principals and assistant principals who evaluate ~~certified-licensed~~ employees to receive the appropriate training."

SECTION 5. G.S. 115C-288 reads as rewritten:

"§ 115C-288. Powers and duties of principal.

...
(i) To Evaluate ~~Certified-Licensed Employees~~ and Develop ~~Action-Mandatory Improvement Plans~~. – Each school year, the principal assigned to a low-performing school that has not received an assistance team shall provide for the evaluation of all ~~certified-licensed~~ employees assigned to the school. The principal also shall develop ~~action-mandatory improvement plans~~ as provided under G.S. 115C-333(b) and G.S. 115C-333.1(b) and shall monitor an employee's progress under ~~an action-a mandatory improvement plan~~.

...."

SECTION 6. G.S. 115C-296 reads as rewritten:

"§ 115C-296. Board sets ~~certification-licensure~~ requirements; reports; lateral entry and mentor programs.

(a) The State Board of Education shall have entire control of ~~certifying-licensing~~ all applicants for teaching positions in all public elementary and high schools of North Carolina; and it shall prescribe the rules and regulations for the renewal and extension of all ~~certificates/licenses~~ and shall determine and fix the salary for each grade and type of ~~certificate/license~~ which it authorizes.

The State Board of Education may require an applicant for an initial bachelors degree certificate or graduate degree certificate to demonstrate the applicant's academic and professional preparation by achieving a prescribed minimum score on a standard examination appropriate and adequate for that purpose. The State Board of Education shall permit an applicant to fulfill any such testing requirement before or during the applicant's second year of teaching provided the applicant took the examination at least once during the first year of teaching. The State Board of Education shall make any required standard initial ~~certification/licensure~~ exam sufficiently rigorous and raise the prescribed minimum score as necessary to ensure that each applicant has adequate academic and professional preparation to teach.

...
(a2) The State Board of Education shall impose the following schedule of fees for teacher ~~certification-licensure~~ and administrative changes:

- (1) Application for demographic or administrative changes to a ~~certificate,license~~, \$30.00.
- (2) Application for a duplicate ~~certificate-license~~ or for copies of documents in the ~~certification-licensure~~ files, \$30.00.
- (3) Application for a renewal, extension, addition, upgrade, and variation to a ~~certificate,license~~, \$55.00.
- (4) Initial application for New, In-State Approved Program Graduate, \$55.00.