The board recognizes that an effective staff is critical to the smooth operation of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers, and other licensed professionals, excel in their performance. It is the intent of the board to employ only those licensed employees who continuously exhibit a pattern of behavior that exemplifies excellent performance.

The board places a high priority on 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. Further, performance evaluation data is an important factor for consideration in decisions regarding continued employment. The superintendent must be able to substantiate any recommendation for continued employment with evaluation data, among other factors.

A. COMPLIANCE WITH STATE REQUIREMENTS

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The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education (SBE) policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation, including as applicable, the processes for evaluating licensed employees in schools designated as low performing. School administrators may supplement the SBE evaluation processes by requiring additional observations or other evaluation measures.

All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the SBE in the North Carolina Educator Evaluation System for that class of personnel. The principal, or an assistant principal in the limited circumstances authorized by law, shall evaluate teachers and may incorporate any guidelines or strategies developed by the ~~State Board~~ SBE to assist in the evaluations. The principal shall provide teachers access to EVAAS data as required by law and shall notify teachers at least annually when the data is updated to reflect teacher performance from the previous school year. The superintendent or designee shall evaluate principals and assistant principals. The annual evaluation of principals and assistant principals must include a mid-year review.

~~All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with the processes established by the State Board in the North Carolina Educator Evaluation System for that class of personnel. Teachers with fewer than three consecutive years of experience will be evaluated annually in accordance with state law and the comprehensive evaluation cycle established in State Board Policy EVAL-004. For teachers with three or more years of experience, the abbreviated evaluation process established in State Board Policy EVAL-004 satisfies the annual evaluation requirement; however, a teacher receiving an abbreviated evaluation may request that the evaluator conduct a formal observation. In addition,~~

~~in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in State Board Policy EVAL-004 or require additional formal or informal observations to evaluate a teacher with three or more years of experience. The principal also may supplement the State Board evaluation processes for other categories of licensed personnel by requiring additional observations or other evaluation measures. The annual evaluation of principals and assistant principals must include a mid-year review.~~

B. EVALUATION SYSTEM STANDARDS

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.

2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics, and evaluation instruments, including, but not limited to, additional formal observations, informal observations, conferences, reviews of lesson plans and grade books, interactions with the employee, plans of growth or improvement, and any other accurate indicators of performance.

3. Student performance and growth data will be considered as a part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. For teachers, such data shall include student performance as measured by the statewide growth model for educator effectiveness or as otherwise authorized by the ~~State Board of Education~~ SBE and approved by the ~~local~~ board.

4. Educators employed by the board for fewer than three consecutive years will be evaluated annually in accordance with the comprehensive evaluation cycle established in SBE Policy EVAL-004. For educators employed by the board for three or more consecutive years, the abbreviated evaluation process established in SBE Policy EVAL-004 satisfies the annual evaluation requirement; however, an educator receiving an abbreviated evaluation may request that the evaluator conduct formal observations in lieu of informal observations. In addition, in any given year, the principal may elect to use the comprehensive or standard evaluation processes set forth in SBE Policy EVAL-004 or require additional formal or informal observations to evaluate an educator who has been employed by the board for three or more consecutive years. For purposes of this policy, the term "educator" refers to teachers, teacher leadership specialists, career development coordinators, instructional technology facilitators, school counselors, school library media coordinators, school psychologists, and school social workers.

~~4.~~5. Peer observations of ~~teachers~~ educators with fewer than three consecutive years of ~~experience~~ employment by the board must be conducted as required by law and SBE policy using the evaluation instrument and process established by the ~~State~~

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~~Board~~ SBE and must be considered by the school administrator in evaluating ~~teacher~~ educator performance.

~~5.~~6. Supervisors and principals should facilitate open communication with employees about performance expectations.

~~6.~~7. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.

~~7.~~8. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.

~~8.~~9. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.

~~9.~~10. Evaluation data will be used in making decisions related to contract renewal (see policy 7410, Teacher Contracts, policy 7425, School Administrator Contracts, and policy 7950, Non-Career Status Teachers: Nonrenewal). Evaluation data also may be used in making other employment decisions, including those related to reassignments or transfers (see policy 7440, Assignments/Reassignments/Transfers), professional and staff development (see policy 1610/7800, Professional and Staff Development), suspension, demotion, or dismissal (see policy 7930, Professional Employees: Demotion and Dismissal), and reduction in force (see policy 7920, Reduction in Force: Teachers and School Administrators). Employment decisions may be made by the board and administrators for reasons that were not addressed through the evaluation system, so long as there is a legally sufficient basis for the decisions.

~~10.~~11. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board's directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333, -333.1, -333.2; State Board of Education Policies EVAL-004 through -006, EVAL-021, EVAL-022, EVAL-025 through -033

Adopted:07/15/2001
Revised: 01/17/2012, 12/16/2013, 05/18/2015, 05/15/2017,12/18/2022,08/21/2023

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