

EXECUTIVE SUMMARY

Title: Teacher Evaluation Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # TCP-C-003, TCP-C -004, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other

Presenter(s): Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards presented by the NC Professional Teaching Standards Commission for the evaluation of teachers. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument was approved at the June 2008 State Board meeting. Related policies that would require teachers be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument are presented for discussion this month.

Resources:

NA

Input Process:

The proposed policies reflect discussion with the North Carolina Professional Teaching Standards Commission and focus groups conducted by McREL. They also reflect alignment with the School Executive: Principal evaluation policies adopted by the State Board.

Stakeholders:

Teachers, Principals, Superintendents

Timeline For Action:

The proposed policies are presented for discussion this month and will be presented for approval next month. Approval will initiate rule-making.

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of teachers.

-----  
Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)

-----  
 Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
 Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
 Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
 -----

\*Person responsible for SBE agenda materials and SBE policy updates: Carolyn McKinney (807-3424)

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

**Policy Identification**

**Priority:** Twenty-First Century Professionals

**Category:** Qualifications and Evaluation

**Policy ID Number:** TCP-C-004

**Policy Title:** Policy ~~establishing the Teacher Performance Appraisal Process adopting the North Carolina Teachers Evaluation Rubric and Process for Teacher Evaluation~~

**Current Policy Date:** ~~11/05/1998~~09/11/2008

**Other Historical Information:** Previous Board dates: 07/07/1987, 07/11/1996, 11/05/1998

**Statutory Reference:** GS 115C-333

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

**Process:**

- (a) All initially licensed and probationary status teachers will have three observations conducted by a school administrator and one by a teacher and a summative appraisal conducted on an annual basis.
- ~~(b) Local school administrative units may develop alternative evaluation approaches for teachers and administrators who have attained career status.~~
- (~~b~~) Whenever deemed necessary and appropriate, the local school administrative unit may conduct more than three observations for select personnel.
- ~~(c) Effective with the 2008-09 school year, teachers in 13 North Carolina LEAs will be evaluated using the North Carolina Teacher Evaluation Rubric. At least half of the remaining districts will implement the new system beginning in 2009-2010. In 2010-2011 school year, all teachers in North Carolina will be evaluated using the new system.~~

**Purpose**

~~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).~~

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

Component 1: Orientation

During an orientation session at the beginning of each school year, the principal will provide each teacher who is scheduled to be evaluated during that school year with:

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

Copies may be provided by electronic means. For teachers employed after the beginning of the school year, the required orientation must be completed within two weeks of employment.

Component 2: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, he or she shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 3: Pre-Observation Conference

Before the first observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers 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.

Component 4: Observations

- A. A formal observation shall last forty-five minutes or an entire class period which ever is shorter.
- B. Probationary Teachers
  - 1. The principal shall conduct three formal observations of all probationary teachers.
  - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
  - 1. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct three observations.
  - 2. At least one observation shall be a formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance of the Standards on the Rubric for Evaluating North Carolina Teachers.

Component 5: Post-Observation Conference

The principal shall conduct a post-observation conference no later than three school days after the 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 6: 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 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.

A teacher's performance is deemed to be below standard or unsatisfactory if: (1) he or she is rated "Not Demonstrated" on any Standard on the Teacher Summary Rating Form; or (2) he or she is not rated as at least "Proficient" on all Standards on the Teacher Summary Rating Form for two sequential years.

#### Component 7: Individual Growth Plan

Every teacher shall develop an Individual Growth Plan designed to address areas in need of improvement and to enhance areas of strength. For those teachers who have been evaluated using the North Carolina Teacher Evaluation Process, the Individual Growth Plan shall reflect the results of that process. All growth plans shall include the elements to be addressed, actions to be taken to meet those expectations, expected outcomes, timeline for such actions, and when the IGP will be reviewed to determine progress toward meeting the expectations.

#### Component 8: Other Information

##### **Action Plan**

Action Plans shall be developed and implemented in accordance with statutes and State and local policies.

##### **Training**

All teachers and the individuals responsible for their evaluations must complete approved state training on the rubric and evaluation process.

### **Beginning Teachers**

Beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

### **Probationary Teachers**

Before recommending a probationary teacher for career status, the principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the Teacher Summary Rating Form.