



NC TEACHER EVALUATION PROCESS

Teacher Evaluation Process

For more information regarding the evaluation process, go to <http://ncees.ncdpi.wikispaces.net/>

Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. Teacher Evaluation Policy ID Number: TCP-C-004 ; and
- C. A schedule for completing evaluation process.

Component 1: Training

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

Component 8: PD Plans

Individual Growth Plans-“Proficient” or better
Monitored Growth Plans-At least 1 “Developing”
Directed Growth Plans-“not Demonstrated” or “Developing” rating for 2 sequential yrs.

Component 7: Summary Evaluation Conference and

Scoring the Teacher Summary Rating Form- Prior to end of school

Principal conducts summary evaluation conference with teacher to discuss components of the evaluation. At the conclusion:

- A. Give rating for each Element in Rubric
- B. Comment on “Not Demonstrated”
- C. overall rating of each Standard
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 3: Teacher Self-Assessment

Using the Rubric , the teacher shall rate their performance and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal meets with the teacher to discuss: self- assessment, professional growth plan a written description of the lesson(s) to be observed. Goal: To prepare principal for the observation.

Component 5: Observations

- A. Formal observation: 45 min. or entire class period
- B. Probationary Teachers: 3 formal by principal and 1 formal by
- C. Career Status Teachers: Evaluated annually.
During the renewal year: 3 total- 1 must be formal
Observations shall be noted using the Rubric.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and Document strengths and weaknesses on the Rubric.

STEP 1:
Training and Orientation

STEP 2:
Self-Assessment, Goal Setting and Pre-Conference

STEP 4:
Summary Evaluation and Goal Setting

STEP 3:
Observation Cycle (Administrative and Peer)

Teacher Evaluation Process



Before Week 3 of School Year

Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A. The Rubric for Evaluating North Carolina Teachers;**
- B. Teacher Evaluation Policy ID Number: TCP-C-004**
- C. A schedule for completing evaluation process.**

Component 1: Training

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

STEP 1:
Training and Orientation

Before First Formal Observation

STEP 2:

Self-Assessment, Goal Setting and Pre- Conference

Component 3: Teacher Self-Assessment

Using the **Rubric**, the teacher shall rate their performance and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal meets with the teacher to discuss: **self- assessment**, **professional growth plan** a written description of the **lesson(s)** to be observed.

Goal: To prepare principal for the observation.

Within the 1st nine weeks

STEP 3: Observation Cycle (Administrative and Peer)

Component 5: Observations

- A. Formal observation:
45 min. or entire class period
- B. Probationary Teachers:
3 formal by principal and 1 formal by peer
- C. Career Status Teachers: Evaluated annually.
During the renewal year: 3 total- 1 must be formal
Observations shall be noted using the Rubric.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference **no later than ten school days** after each formal observation.
Discuss and Document strengths and weaknesses on the **Rubric**

Before the End of the School Year

Component 8: PD Plans

Individual Growth Plans-“Proficient” or better

Monitored Growth Plans-At least 1 “Developing”

Directed Growth Plans-“not Demonstrated” or “Developing” rating for 2 sequential yrs.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

- A. Give rating for each Element in Rubric
- B. Comment on “Not Demonstrated”
- C. overall rating of each Standard
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

STEP 4:
Summary Evaluation and Goal Setting

Teachers **not** employed with MCS for 3 consecutive years receive:

- Orientation
- Self-assessment
- Pre-conference prior to observation #1
- Four formal observations (3 administrator & 1 peer)
- Full Summary rating form
- Professional Development Plan (developed in collaboration with principal/designee and mentor if BT)
– initial, mid-year, final
- Record of teacher activities form
- WILL BE CALLED “COMPREHENSIVE” WITHIN TNL

Career Status in License Renewal AND Teachers w/out career status but with 3 Consecutive Years in MCS

- Orientation
- Self-assessment
- Pre-conference prior to observation #1
- Three observations (1 full, completed first & 2 abbreviated)
- Full Summary rating form
- Professional Development Plan (developed in collaboration with principal/designee) – initial, mid-year, final
- Record of teacher activities form
- WILL BE CALLED “STANDARD” WITHIN TNL

Career Status Teachers Not in Year of Renewal

- Orientation
- Self-assessment
- Pre-conference prior to observation #1
- Two abbreviated observations (Standards 1, 4 & 6)
- Abbreviated Summary rating form
- Professional development plan (developed in collaboration with principal/designee) – initial, mid-year, final
- Record of teacher activities form
- WILL BE CALLED “ABBREVIATED” WITHIN TNL

NC Standards for Teachers

- Standard 1: Teachers demonstrate leadership
- Standard 2: Teachers establish a respectful environment for a diverse population of students
- Standard 3: Teachers know the content they teach
- Standard 4: Teachers facilitate learning for their students
- Standard 5: Teachers reflect on their practice

Standard 6: Teachers contribute to the academic success of students.

- Included at the end of the year on the summary rating form
- Data Assessment data includes both school and individual teacher assessment data
- Newly added ASW (Analysis of Student Work) for some teachers of Advanced Placement, Arts Education, Healthful Living, International Baccalaureate, Occupational Course of Study, specified Social Studies Courses, and World Languages.

Performance Rating Scale

- **Developing** – Demonstrated adequate growth but did not demonstrate competence on standard(s) of performance
- **Proficient** – Demonstrated basic competence on standard(s) for performance
- **Accomplished** – Exceeded basic competence on standard(s) of performance most of the time

Performance Rating Scale (cont.)

- **Distinguished** – Consistently and significantly exceeded basic competence on standard(s) of performance
- **Not Demonstrated** – Did not demonstrate competence on, or adequate growth toward, achieving standard(s) of performance [NOTE: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was used.]
- **Not Looked For** - No harm, no foul; wasn't observed at this time.

NCEES Wiki – Teacher Resources

- <http://ncees.ncdpi.wikispaces.net/NC+Teachers>
- <http://ncees.ncdpi.wikispaces.net/Support+Staff>
- Features to review:
 - Teacher / Certified Support Staff Evaluation Process Manuals
 - Evaluation Comparison Chart
 - NC Professional Teaching Standards
 - NCEES State Board Policy (TCP-C-004)