

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: ~~09/11/2008~~

Deleted: 11/05/1998

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.~~
- ~~(c) 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 North Carolina will be evaluated annually using the North Carolina Teacher Evaluation Rubric. Thirteen school districts will implement the new evaluation system beginning in the 2008-2009 academic year. Half of the remaining districts will implement the new system beginning in 2009-2010, and the remainder will implement it in 2010-2011. Beginning with the 2010-2011 school year, all teachers in North Carolina will be evaluated using the new system.

Purpose

The intended purpose of the teacher evaluation process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards in a collegial, non-threatening manner. The principal will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, use of artifacts, and classroom

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observation. The input and evidence gathered by the teacher is *not* intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.

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Process

The following outlines the teacher evaluation process:

Step 1: Orientation

At the beginning of each school year, the principal/evaluator will conduct a group orientation with all of the school's teachers who are scheduled to be evaluated during that school year. At this orientation, each teacher will be provided a complete set of materials outlining the evaluation process as well as information about how and when each step of the process will be conducted.

Step 2: Teacher Self-Assessment

Teachers rate their own performance using the North Carolina Educator Evaluation System's Rubric for Evaluating Teachers. This will also be used during the post-observation conference.

Step 3: Pre-Observation Conference

The principal/evaluator will meet with each teacher individually to discuss the lesson to be observed. The teacher will provide information related to the lesson to be observed, including such materials as supplementary readings, technology, media, manipulative and the lesson or unit plan that includes the intended learner outcomes, the instructional strategies to be used and any assessments used to monitor student growth. The goals of this conference are to inform the teacher of the expectations for the evaluation and to prepare the principal/evaluator for the lesson to be observed. In other words, the teacher will understand what is expected, and the principal will understand how the teacher intends to demonstrate that those expectations are being met.

Step 4: Observation

The principal/evaluator will observe the teacher in the classroom. Initially licensed teachers are required to have four formal observations during the school year, one of which is conducted by a peer. Career teachers are evaluated on a rotating schedule that is determined by the school district in which they are employed. Career teachers are required to have three observations during the year in which they are being evaluated. Ideally, these observations will be conducted at the beginning, middle and end of the year. Two of the three observations may be informal, and one must be a formal observation of at least 50 minutes or an entire class period. The observation notes and ratings will be recorded on the Teacher Observation Form. It is likely that some of the elements will not be observable during a typical classroom observation period. These items should be rated by the principal/evaluator either before or after the observation based on experiences working with the teacher throughout the year.

Step 5: Post-Observation Conference

The principal/evaluator will schedule a post-observation conference no later than three days after the observation. This time will be used to discuss the teacher's performance based on the information obtained from the classroom observation and pre-evaluation conference. The intended purpose of this conference is to identify areas of strength and areas in need of improvement.

Step 6: Summary Evaluation Conference and Scoring the Summary Evaluation Form

The evaluator should provide specific feedback on performance to the teacher based on the North Carolina Professional Teaching Standards, evaluator observations, and artifacts submitted or collected as part of the evaluation process.

- a. To provide an overall rating for a specific standard the evaluator uses his or her best judgment based on formal and informal observations as well as other evidence.
- b. Any descriptor that is marked in the category of Not Demonstrated requires the evaluator to comment.
- c. The evaluator will review the Summary Evaluation Form with the teacher and obtain the required signatures located at the end of the Form.

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Step 7: Individual Growth Plan

The teacher should develop an individual growth plan designed to address areas in need of improvement and to enhance areas of strength. This plan shall include specific expectations for improvement, actions to be taken to meet those expectations, a timeline for such actions, and when the teacher will be evaluated again to determine progress toward meeting the expectations

Beginning Teachers

Beginning teachers must receive a proficient rating on all standards prior to being deemed eligible for a Standard Professional 2 license.

Action Plan

Teachers who receive a rating of “Not Demonstrated” may be required to develop an Action Plan, which will be approved by their principal. Implementation of the Action Plan will be supervised by the principal. The teacher’s ability to meet the requirements of the Action Plan will determine whether he or she will continue to be employed by a North Carolina school district.

Career Teachers who receive a rating of “Developing” or “Not Demonstrated” on any standard for two consecutive years will be required to develop an Action Plan.

Training

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