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Descriptor Term:  
EVALUATION OF LICENSED EMPLOYEES

Descriptor Code:  
7.3900

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

Cross References:

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 through their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that complies 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.

Each local board shall adopt a policy requiring career teachers to be evaluated annually. The annual evaluation requirements shall be met by either: (1) using the Teacher Evaluation Process as set forth in 16 NCAC 6C.0503; or (2) using an abbreviated evaluation consisting of Standards One, Four and Six of the Teacher Evaluation Process.

The school principal or his/her designee (in compliance with G.S. 115C-333) shall evaluate teachers.

The superintendent or his/her 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 classification of personnel.

The annual evaluation of principals must include a mid-year review.

The evaluation system shall incorporate the following board directives:

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing 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, observed interactions with parents, plans of improvement, participation in staff development, student achievement and any other accurate indicators of performance.
3. 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 classification of employees under evaluation includes collection of such data. Multiple means of assessing student performance must be used whenever possible. If only one method of measurement of student performance is used, it must be a clearly valid tool for evaluating an employee's impact on student performance.

4. 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.
5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his/her immediate supervisor.
7. Evaluators shall be held accountable for following the evaluation system and all applicable state and local guidelines on the evaluation of employees.
8. Evaluation data shall be submitted to the central office personnel file in accordance with state law and board policy 7.1200 on personnel files.
9. Evaluation data shall be used in making employment decisions, including decisions related to professional development and assistance provided, career status, suspension, demotion and dismissal of employees. Employment decisions may be made by the board and administrators regardless of whether evaluators have followed the evaluation system, 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 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 directives and to meet state requirements.