

Step 1: Training and Orientation

- Training: For all teachers new to the profession or to the state. This includes but is not limited to:
 - Standards and elements
 - How the rubric is marked
 - Information about creating the Professional Development Plan
 - Timeline for observations
 - Requirements (# of observations, dates, etc.)
- Orientation: Required for all employees every year. Must be done within 2 weeks of the first day of work in a school year. Includes copies (electronic or hard) of:
 - Rubric for evaluating teachers
 - The State Board of Education policy on the Teacher Evaluation Process (<http://sbepolicy.dpi.state.nc.us/policies/TCP-C-004.asp?pri=02&cat=C&pol=004&acr=TCP>)
 - A schedule for completing all components of the evaluation process

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

- Self-Assessment: Each teacher must complete a self-assessment using the online form at the beginning of the year.
- Pre-Conference: A pre-conference is required before the first formal observation. During this conference, the following is discussed:
 - The teacher's self-assessment
 - The most recent PDP (This will be generated by the previous year's Summary Evaluation Form)
 - The lesson(s) to be observed (teacher provides a written copy of the lesson)

Step 3: Observation Cycle

- A formal observation is at least forty-five minutes or an entire class period.
- Number of observations required:
 - Probationary teachers (beginning and lateral entry) receive 3 formal observations and 1 formal peer observation.
 - Career teachers receive 3 observations with at least 1 of those being a formal observation. (Board policy is changing on the requirements for this...stay tuned.)
- Post-observation conferences are required for ALL formal observations. This *must* be conducted no later than 10 school days after the formal observation.

Step 4: Summary Evaluation and Goal Setting

- Prior to the end of the school year in accordance with LEA timelines, the principal conducts a summary evaluation conference with the teacher. They discuss:
 - The teacher's self-assessment
 - The most recent PDP
 - The components of the NC Teacher Evaluation Process completed during the year
 - Classroom observations
 - Artifacts submitted or collected and other evidence of the teacher's performance on the Rubric
- Principal requirements at the end of the NC Teacher Evaluation Process:
 - Give a rating for each Element in the rubric
 - Make a written comment on any Element marked "Not Demonstrated"
 - Give an overall rating of each Standard in the Rubric
 - Review the completed Teacher Summary Rating Form with the teacher
 - Secure the teacher's signature on the Teacher Summary Rating Form (This will automatically populate the date on the Record of Teacher Evaluation Activities)
 - Provide the teacher the opportunity to add comments to the Teacher Summary Rating Form