DHHS POLICIES AND PROCEDURES

Section V:	**Human Resources**
Title:	**Employee and Management Development**
Chapter:	**Licensed Education Administrators Evaluation Policy**
Current Effective Date:	**3/1/2011**
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Purpose

This policy outlines the procedures for DHHS school administrators' (principal, assistant principal, lead teacher) performance and professional development through the NC School Executive Evaluation Rubric. Employees shall refer to the Department of Health and Human Services (DHHS) Evaluation Handbook for 115C Licensed Educators for procedures and best practices.

Policy

DHHS school administrators (principals, assistant principals, and lead teachers) who are licensed by the State Board of Education and employed in NCGS 115C-325 positions must be evaluated by the evaluation process described in the implementation section of this policy.

Per the State Board of Education, the intent of this evaluation process is to focus on formative professional development in a collegial, non-threatening way to assess the school administrator's performance in relation to the Standards for School Executives. The school administrator will take the lead in conducting the evaluation process through the use of self-assessment, reflection, and by input garnered from the various stakeholders with an interest in the leadership of the school. The input and evidence is not part of a portfolio but rather the basis for overall improvement and growth.

Definitions

1. <u>School Administrator</u> in this policy refers to the administrators, principals, assistant principals, and lead teachers who are licensed by the State Board of Education in School Administration and who are responsible for the instructional program of the school/facility/program which they administer.

2. <u>Professional Growth Plan (PGP)</u> is the growth plan that DHHS school administrators complete that is compatible with their evaluative process. A PGP must be developed no later than October 1st in coordination with the supervisor and focus on the individual growth needs of the school administrator as well as the priorities of the school/program. The PGP is composed of between (3) three and (6) six goals to be accomplished over the school year.

3.   Action Plan is the plan created by the supervisor when a principal/assistant principal/school administrator has received any rating of "Performance Needs Improvement" on the principal/assistant principal/school administrator Year-End Evaluation Summary. Action Plans shall only be constructed with the assistance of the DHHS Office of Education Services staff to ensure that the plans are complete and meet content as well as human resources specifications.

Implementation Per State Board of Education Policy TCP-C-005

Step One: Orientation
At the beginning of the school year, the superintendent/designee will conduct an orientation for the DHHS school administrators. At this orientation, each school administrator will be provided a complete set of materials outlining the evaluation process.

Step Two: Pre-Evaluation Planning
School administrators will, individually and without input from anyone else, complete a self-assessment using the NC School Executive: Principal Evaluation Rubric. This self-assessment will serve as the basis for the preliminary goals form, which should be completed prior to Step Three.

Step Three: Meeting with Superintendent/Designee
School Administrators will meet individually with the DHHS Superintendent and/or his/her designee who has been delegated this responsibility to discuss the results of the self evaluation, preliminary performance goals, and the evidence and data to be gathered for the evaluation process. The school administrator and the superintendent/designee will agree on the data, evidence, and artifacts necessary to complete the evaluation process and confirm the school administrator's level of performance.

Step Four: Data Collection
The school administrator will collect the data agreed upon in Step 3. The data may include the artifacts listed for each standard on the rubric; feedback from school/program/facility stakeholders; documentation of professional development completed during the year, and other data to document achieve of performance goals. The DHHS superintendent/designee will visit the school/program/facility during this period in order to observe the environment and interact with educators and other members of the school community.

Step Five: Prepare a Consolidated Performance Assessment
The school administrator will synthesize the information obtained under Step Four in order to prepare a consolidated assessment or comprehensive view of performance throughout the year. This brief summary of the data and artifacts used to judge performance should be provided to the DHHS superintendent/designee well in advance of the performance discussion at which final performance levels will be discussed.

Step Six: Meeting Between the School Administrator and the Superintendent/Designee
The school administrator and the DHHS superintendent/designee will meet at the school/facility/program to discuss progress in completing the evaluation process. They will discuss the self-assessment, consolidated assessment, and superintendent's summary evaluation of the school administrator which have been prepared in advance of the meeting. Should additional data or artifacts need to be brought into the discussion; the school administrator will have them readily available to share at that time. At this meeting, the school administrator and the DHHS superintendent/designee will agree upon performance goals and recommendations for the Performance Growth Plan (PGP) for the upcoming year.

Evaluative Consequences
School administrators who receive a rating of "Developing" on any Standard shall be placed on an Action Plan which may lead disciplinary action up to and including dismissal.
      A.   Action Plans shall be developed in consultation with local HR staff and the Superintendent's designee (Manager of Educational Services) and must be approved by the Superintendent's designee (Manager of Educational Services) before being presented to the teacher.
      B.   Action Plans shall be no longer than 90 days in length and must specify the Standards and Elements to be improved, practices which must be improved, the timeline in which this improvement must occur, and support provided for the improvement to date and through the course of the Action Plan.

Training and Feedback

The DHHS Manager of Educational Services shall conduct training yearly for DHHS School Administrators to provide information regarding the use of the NC School Executive Evaluation and Rubric and any updates to that system.

The DHHS Manager of Educational Services shall conduct periodic reviews of school administrator evaluation files and provide feedback, in writing, on the use of the NC School Executive Evaluation and Rubric.

Records and Retention

- The DHHS superintendent/designee should retain copies of school administrator evaluation files for five (5) years. Files should be destroyed after that time.
- At the end of each school year, school administrators shall turn over the original copies of the PGP, other pertinent raw data, and evaluations to the program human resources office.

Reference

NCGS 115C-288, 391, 244, 245, 248

For questions or clarification on any of the information contained in this policy, please contact the DHHS Manager of Educational Services -Division of State Operated Healthcare Facilities. For general questions about department-wide policies and procedures, contact the DHHS Policy Coordinator.