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7. *Data*—Factual information used as the basis for reasoning, discussion, or planning.
  8. *Evaluator*—The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
  9. *Evidence*—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
  10. *Formal Evaluation Process*—The process of evaluating a teacher using the following essential components:
    - a. *Training* – Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.
    - b. *Orientation*—Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Teachers, b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.
    - c. *Teacher Self-Assessment*—Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
    - d. *Pre-Observation Conference*—Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.
    - e. *Observations*:
      1. *Formal Observation*—A formal observation shall last 45 minutes or an entire class period.
      2. *Informal Observation*—An informal observation may take place as an evaluator visits classrooms, helps a student, or "drops in" on the teacher's classroom for a minimum of 20 minutes in one sitting.
    - f. *Post-Observation Conference*—During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.
    - g. *Summary Evaluation Conference and Summary Rating Form*—The conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric. At the conclusion of the process, the principal shall complete the Teacher Summary Rating Form.
    - h. *Professional Development Plans*—Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
      1. *Individual Growth Plan* – developed by a teacher and should be discussed with the principal
      2. *Monitored Growth Plan*—placed on the plan by the principal, developed and monitored by the teacher and principal
      3. *Directed Growth Plan*—placed on the plan by the principal, developed and monitored by the principal
  11. *Peer*—A teacher who has been trained on the North Carolina Teacher Evaluation Process.