2006 NC DHHS Evaluation Handbook: A Guide to the Implementation of 115C Evaluative Processes

I. Research on the Evaluative Process

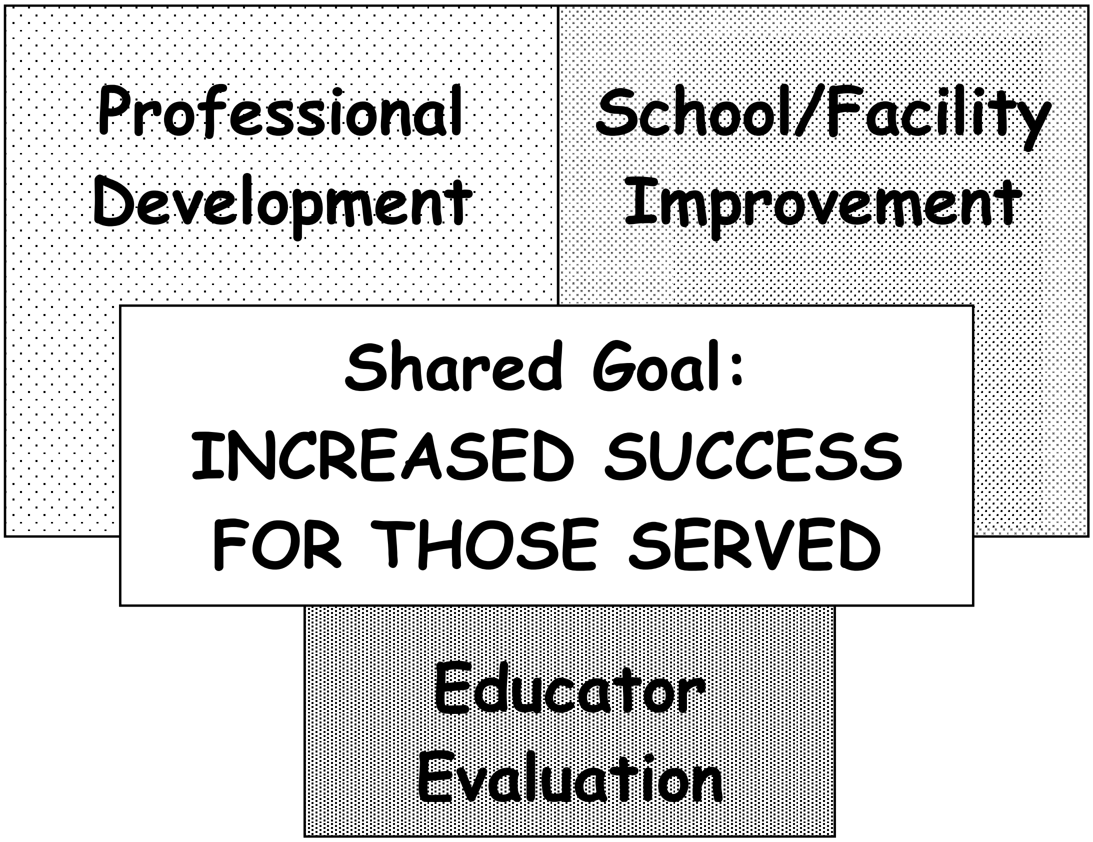
Most of the research about professional development for educators emphasizes three ideas. First, educators do not need formal observation to grow. In fact, research shows that evaluation through observation usually yields no appreciable growth for educators. Educators must be invested in the growth process for the growth to improve their practice.

Second, professional development should empower educators to develop areas where they need to strengthen their skills. In other words, most educators know what they need to work on, and if the evaluation system is focused on growth, they will usually rise to the challenge of identifying an area for growth and working toward it. In fact, educators tend to be more critical of themselves than their supervisors. Finally, evaluation should be a process focused on growth for educators in the personal, professional realm, not a “gotcha” process where the evaluator tries to “catch” the educator doing something wrong. The evaluation process is a never-ending cycle in which goals are developed that address the needs of the educator and the client base that s/he serves. The educator works toward those goals, reflects on that growth, and identifies new goals once the original ones are achieved or as the needs of their students/clients change.

One commonality of these points is that the evaluator should function as a guide not a grader. This is a new role for most administrators. It takes more time to see what educators are doing everyday throughout a school/facility and provide ongoing feedback (both formal and informal) that is both supportive and directed than it does to do a few formal observations. However, administrators will find that the payoff for the time invested is a staff focused on personal, professional growth whose development activities will benefit students/clients over time.

All educators, regardless of their experience or success, need to be evaluated in a meaningful way because total school/facility growth is a cyclical model. If administrators want their school/facility to grow, they must assess educators; provide high quality staff development, and link the evaluation process and professional development plan to the school/facility improvement goals. If there is a weak link in the cycle, the other links will suffer. For example, if educator evaluation is not supported through professional development activities, then the educators never have the opportunity to improve. The most obvious example is a case where educator growth is not matched clearly with school/facility improvement. Unless everyone in the school/facility is committed to overall improvement that follows a clearly outlined plan, then the overall growth will not be realized. Another example would be the choice of a new instructional program where educators receive initial staff development but no follow-up to discuss implementation issues and successes nor any mention of implementation in their evaluation. The initiative fails because it is not linked to other processes.

Consider, in the figure below, the interconnectedness of educator evaluation, professional development, and school/facility improvement (Joyce and Showers, 1999).



The shared goal of all these areas is increased success for the students/clients the educators serve. This means that the most important question to ask whether creating a plan for professional development, implementing evaluation processes for all educators, or writing a school/facility improvement plan is "What is best for the students/clients served?" Asking this question will focus all professional conversations on the shared improvement goals. It also reminds all stakeholders that the needs of the student/client base are the reason for their existence; therefore, those being served should always be the focus of any professional conversation.

II. Helpful Abbreviations: Decoding "Educationese"

Some of these you will find in this manual; others are commonly used in the North Carolina educational community. Hopefully, this list will help you decipher the alphabet soup that has been created in education wherever you may find it.

IHE	Institution of Higher Education (college or university)
ILT	Initially Licensed Teacher
BT	Beginning Teacher

IGP	Individual Growth Plan (for beginning and experienced educators)
INTASC	Interstate New Teacher Assessment and Support Consortium These standards form the basis of the SERVE Teacher Assessment and Growth Matrix and the IGP for beginning educators.
NBPTS	National Board for Professional Teaching Standards (a Portfolio is produced and reviewed by evaluators hired by NBPTS; a voluntary process for the most accomplished educators)
SERVE	the federally funded Regional Education Laboratory attached to UNC-G that developed the experienced teacher evaluation process used by DHHS (there are 10 federally funded education labs across the country)

III. Evaluation Instruments for Educators in DHHS

SERVE - Used for all teachers, experienced and beginning, at various levels based on the teacher's career and licensure status

All educators must be evaluated with an instrument approved by the State Board of Education. DHHS has chosen the evaluation process developed by SERVE in Greensboro as that instrument.

SERVE is a research and development center affiliated with the University of North Carolina at Greensboro that has as its core business the operation of the Regional Educational Laboratory for the Southeast, one of ten regional laboratories across the nation funded by the U.S. Department of Education.

SERVE was created in 1990 to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. Collaboration with business, education, and policy organizations helps SERVE identify and address the most pressing educational needs of the region. The current priority of SERVE is developing tools and strategies to assist educators in their systemic education reform efforts.

NCDPI INSTRUMENTS - Used only for licensed educators in the following classifications: Librarian (Media Specialist), Speech Language Pathologist, School Counselor, and School Psychologist.

Generally developed more than 15 years ago through the Department of Public Instruction, these instruments have not been recently revised (with the exception of the Librarian [Media Specialist] instrument). However, guides have been written within the past 10 years to help update the actual instruments and provide suggestions for updated evidences.

PEP SYSTEM - Used for school level administrators, such as principals and assistant principals

Developed and researched by the Principals' Executive Program, the PEP System for school administrators has been in place in NC since 2000. It is the only instrument approved for statewide use in the evaluation of school-based administrators by the State Board of Education.

IV. Preparing the Team of Observers and Evaluators

Worthwhile evaluation begins with a common understanding of terminology, goals, and expectations. The team of observers/evaluators is where that collective vision originates. A shared understanding of language and rating scales among educators is critical to the success of any evaluation process.

Who composes the administrative team? This will vary some from place to place because of the variety of titles and schools/facilities in DHHS; however, the same characteristics are desirable in any group. The administrative team or team of observers/evaluators are those staff who by experience and position will observe and evaluate other staff. Remember that some of the team will observe while others will observe and evaluate. The difference is that evaluate means that the person assigns a rating to another staff member's performance. All members of the team should have a clear understanding of the importance of confidentiality as well as the importance of evaluation as a growth process where they will guide educators, not simply rate them.

The first component in the process is training the team with all observation and evaluation materials. Once members of the team are trained, the next step is to be sure that everyone has all the necessary materials for every instrument being used. Probably the best way to do this is to provide everyone a paper copy of each instrument as well as an electronic format so that individuals can work from either paper or computer, whichever is most comfortable for them.

After general training and acquisition of materials has occurred, **the third step** is for the observer/evaluator team to come to a common understanding of the uses for each evaluation instrument, terminology, and rating scales. As far as uses are concerned, those are well defined by each instrument; although, a review of the uses will ensure that all members of the team are communicating the same information to educators. The team should work with the instruments examining each performance expectation for language that might be ambiguous, confusing, or readily understandable to educators. This can be accomplished through discussion groups, individual examination that feeds into group discussion, or any exercise that allows for thorough discussion and consensus building as a part of the solution. A similar process should occur when creating a common mindset for performance levels or ratings. All members of the team should have the same vision of each level or rating and a clear understanding that the rating is based on evidence presented or observed not personal preferences. It may be useful to participate in some bias training with the team to help them divest themselves of as much personal preference in the evaluation process as possible.

Questions for Discussion

- Is this language appropriate for our school/facility? If not, why not?

- Is there room in the language to interpret the concept for our setting? For example, student may be a client or sometimes student may best describe the parent or another professional.
- What performance expectations will educators have difficulty addressing in their setting? What examples can be provided to make this easier to understand and address?
- What information sessions do educators need?
- Should we separate beginning educators from experienced educators?
- How can educators be encouraged to write meaningful growth plans that address more than just how to get licensure renewal credits?
- Which individual educators will need more assistance than others?

Of course, planning is critical. The administrative team needs to assess the staff, and determine the number of beginning educators and educators without clear licenses. Consider where they are in their coursework and how many years they have been employed to make sure that they are in the correct pathway for licensure. For experienced educators, check to see who has career status and who is still probationary. After that, match the correct evaluation instrument and number of required observations to each teacher. Only after taking the time to do this, can the observation/evaluation workload be distributed among the observer/evaluator team. It is important to match the strengths of the observers/evaluators with the needs of educators as closely as possible.

A second consideration for planning is when to do ongoing evaluation training with educators. Not only will time be required to train current educators but someone will need to train educators who come in during the year. Determine how to check for understanding from educators and how to gather their feedback on the process and the training sessions. It is also critical to think about educators individually. Some educators will need more direction and guidance in the individual phases of their growth planning than others.

A third piece that will require attention is the school/facility plan. It is essential that the evaluation process aligns with the overall plan. Without that alignment, educators will not be able to coordinate the direction of their growth with the direction of the school/facility.

It always helps to remember that this is a new mindset about evaluation for everyone. There will be a need to emphasize constantly the personal, professional growth aspect of evaluation as well as to empower educators to self-assess, plan growth that is not just about accumulating renewal credit, and use their growth to improve the success of those they serve. All educators will have some level of insecurity about this new emphasis, so do whatever is necessary to eliminate fear of the unknown.

Knowing Educators' Professional Needs

For the most part, all educators, beginning and experienced, will need the same support from the administrative team. The following list includes some suggestions.
Access to accurate information about evaluation, growth, administrative processes

- Consistent responses from observers/evaluators
- Assistance in designing their goals as needed
- Frequent classroom/work area visits in addition to formal observations
- Genuine interest in their personal and professional lives
- Quality professional development opportunities
- Frequent positive feedback
- Constructive criticism
- Resources

The administrative team should develop a common vision for educator support and the forms it can take in the school/facility to meet as many needs as possible. Addressing educators' needs about the evaluative process allows them to stay focused on the students/clients and how their professional growth will enhance their practices with students/clients.

Introductory Documents

1. Timeframe Chart
2. Educator Evaluation Schedule Sample

V. Experienced Teachers

In accordance with NCGS 115C-335, teachers who hold a North Carolina education license must be evaluated using an instrument approved by the State Board of Education. During the spring of 2001, the Office of Education Services led the DHHS schools and facilities in the selection of a uniform teacher evaluation system that had been approved by the State Board of Education. Currently, the DHHS system uses the SERVE evaluative process for its teachers.

Experienced teachers in DHHS are those who have the Standard Professional II License. Most experienced teachers have career status, but there are some who are probationary because they have come from another North Carolina LEA or from another state.

A. Getting Started with the SERVE Process

When considering the evaluation of experienced educators, the first step for the administrative team is to arrive at a common understanding of the 23 performance dimensions on the SERVE matrix as well as the 4 performance levels. Until this exercise is completed, the administrative team will not have a common understanding of expectations for educators in the school/facility. This would include definitions for any language that is specific to the school/facility.

Next, decide which educators are in the Summative Cycle and which educators are in the Formative Cycle. A process should be created to notify educators as to which cycle they are in, who will be their evaluator/observer, and who they should contact if they have questions. This is confidential information and referencing individual information would be a breech of confidentiality. Record-keeping is essential in any process related to evaluation; therefore, there is a need to design a chart for each administrative team member so that s/he will know which educators they are responsible for and what the deadlines are for each teacher during the year. An evaluation file for each teacher, located in a secure (locked) area, should hold all data collected, including peer observations, related to evaluation.

While all DHHS educators have had an introduction to the SERVE Process, the administrative team will need to review the SERVE materials with educators at the beginning of each year. Sharing with them how the administrative team has decided to handle the process for both the Summative and Formative Cycles is essential as each school/facility will have a few different situations to address. This is also an excellent time to explore the Matrix with the staff, particularly to address any issues with terminology that need to be defined more narrowly for the school/facility. Discussions about the Summative and Formative Cycles should include all experienced educators without any mention of individuals who will be on particular cycles. It may be more beneficial to wait to inform educators in writing about their cycle so that all educators will key in to the major points of each cycle. More than likely, everyone will experience both cycles at some point. Exposing all experienced educators to materials on the Summative and Formative Cycles will give educators in the Summative Cycle a goal to work toward and will reinforce the responsibilities of the Formative Cycle for educators working on individual plans.

Share the form that you created with educators to let them know in a confidential manner which cycle they will be on this year. Include on that form items such as an appointment time to discuss the cycle, reasons why s/he is in that cycle, and the name(s) of his/her observer/evaluator. Providing a timeline will help the teacher allocate his/her time to ensure that all information is ready when you meet.

Finally, educators should be reminded that it is their responsibility to provide the administrator with all the information s/he needs to complete the Summative or Formative Profile of Performance as accurately as possible. This places the responsibility for accurate evaluation directly on the person being evaluated. While this is a shift in the evaluative process overall, it should be a comfort to educators as they have more control over their evaluations than with previous systems.

Be prepared for some complaining and confusion. Some people just do not process information well in a whole group setting and need individual attention. The more information that you can share about your administrative team's choices for implementing the SERVE Evaluation Process, the more comfortable your educators will be. Fear of the unknown is the worst kind of fear; chances are, if you give them specifics, they will be able to handle the process without a lot of apprehension.

B. The SERVE Summative Cycle

Experienced educators shall be placed in the Summative Cycle for any of the following reasons.

- A teacher is in the first year of the 5-year licensure renewal cycle
- A teacher is adjusting to a change in grade level, subject, or responsibility
- The performance of the teacher has been rated "unsatisfactory" in any of the 23 performance dimensions or has been rated "needs improvement" in 2 or more dimensions of one major area of the Profile of Performance
- The teacher has probationary status because s/he has come to DHHS from another North Carolina school system where s/he had career status (1 year of probation) or s/he has come to DHHS from another state (4 years of probation)
- The teacher has demonstrated and the administrator has documented an inability to work successfully without constant supervision

Once educators have received an overview of the evaluation process and copies of all materials, they should complete a self-assessment using the SERVE Matrix. The self-assessment is for their information only. Administrators should assure educators that they will not be asked to share information from their self-assessment with anyone. This will encourage educators to be honest with themselves about their performance.

Educators should start with the proficient column of the matrix and read through the 23 performance dimensions vertically. As they read, they should think of specific evidence from their teaching that demonstrates each point of the rubric. If there are areas where they do more than the "proficient" rubric specifies, then they should see if the "accomplished" rubric provides a more accurate description. If, on the other hand, there are areas where the "proficient" rubric describes more than they are currently doing, then they should see if the "needs improvement" rubric is more accurate.

Once educators have finished this process, they should review the entire matrix for any areas where the "needs improvement" rubric most accurately described their performance. These areas would form the basis of the goals for their Individual Growth Plan. Educators who provide evidence of performance in the "proficient" and "accomplished" rubric areas should formulate goals related to becoming "accomplished" in more of the performance dimensions. Goals may also include the pursuit of an advanced degree, a higher level of certification or licensure, or more knowledge in a particular content area or with a new teaching methodology.

1. Experienced Educator Summative Cycle Individual Growth Plan

   Once educators have self-assessed, they should complete the Experienced Educator Individual Growth Plan (EE-IGP). As educators complete the sections on strengths and areas for improvement, they should refer to areas in the SERVE Teacher Assessment and Growth Matrix. After educators have identified three areas for improvement, they should formulate three specific goals.

Those goals should be listed in the chart in the section on alignment. Educators should align their goals with those of the State Board of Education (listed on the second page of the EE-IGP) and school/facility goals. Since the EE-IGP mirrors the teacher's licensure renewal cycle and the State Board of Education issues teacher licenses, it is important for the goals to align with the strategic priorities of the Board. Alignment to school/facility goals is also critical; educators' efforts should support directly the goals of the School Improvement/Facility Plan.

The third page of the EE-IGP requires the teacher to specify the actions that will assist him/her in accomplishing the goals listed. These actions should be as specific as possible. Educators may designate courses they plan to take, workshops they want to attend, books/resources to use, other professionals to observe/interview, and other similar activities that will inform them as they accomplish their goals. Times should be specified for when educators expect to accomplish the actions. Those times should mirror the length of the renewal cycle.

Once all of this is completed, the teacher and the administrator should meet to review the plan. When the administrator reviews the plan, s/he should remind the teacher that the periodic meetings about the EE-IGP will allow for the teacher to adjust the plan as necessary. Some of those adjustments may be needed for reasons beyond the teacher's control, such as courses that are cancelled. Other changes may be in response to administrative requests. When the administrator signs the plan, the signature indicates his/her approval of the plan as appropriate for that teacher. The EE-IGP must be in place by October 1 of each year. The administrator may provide feedback and ask the teacher to revise the plan before s/he will approve it.

2. SERVE Summative Data Collection and Observations

Data Collection is a critical part of the SERVE evaluative process. While observations are useful, there are many other sources of data that should be gathered and used as evidence as part of the evaluative process. Some of these materials will be collected by the administrator, such as notes from parents, colleagues, lesson plans, weekly updates sent to parents, etc. Most materials, however, are shared by the teacher at the mid-year EE-IGP review, in post-observation dialogues, and during the Summative Interview. Teachers should utilize student work samples, teacher-made materials, assessment data, photographs, videotape, etc. to provide evidence of their professional growth and development.

Experienced educators in the Summative Cycle should be observed a minimum of two times each year: once before November 1 and again before April 15. One of these observations should be announced with pre- and post-observation dialogues. The unannounced must have the post-observation dialogue. No observation is valid without the Post-Observation Dialogue documented on the observation form.

Probationary, experienced educators must be observed a minimum of four times during the year: by September 30, by November 30, by February 15, and by April 15. One of those observations should be by a peer. The peer observation does not inform the evaluation by the administrator, but it should be kept in the evaluation file. The peer observation should be announced but should not be the first or last observation of the year.

Dialogues related to observations should occur in the educators' workspace whenever possible. The post-observation dialogue should happen within ten to fifteen working days of the observation. While scripting during a visit is not required, it is recommended. This will protect the observer in the event that the observation analysis is challenged and will provide the observer with complete notes to write an analysis.

Observers should use the observation form provided to share their analysis of the observation. The analysis should not contain judgmental language. However, it should provide information about what occurred during the observation as related to the performance dimensions of the SERVE Teacher Assessment and Growth Matrix that could be observed during the visit. The form is not considered complete unless it contains comments from the Post-Observation Dialogue. The observation form should be signed and initialed as indicated. Observers should provide the teacher with a copy of the raw data (scripting) as well as a signed copy of the observation form.

It is always the prerogative of the administrator to observe the teacher at any time during the year. If the administrator has a concern, s/he should observe the teacher twice (with at least 10 working days), and complete a post-observation dialogue in between, conduct an interview and prepare a Profile of Performance based on the teacher's performance. If a teacher earns a rating of "unsatisfactory" in any of the 23 dimensions and/or a rating of "needs improvement" in 2 or more performance dimensions in one major area of the Profile of Performance, then s/he shall be placed on an Action Plan.

3. EE-IGP Mid-Year Review

The administrator and teacher shall meet between December 1 and February 1 to review the EE-IGP. The teacher should summarize his/her progress toward the goals, describe any changes necessary, and add comments prior to meeting with the administrator. At a mutually convenient time, the teacher and administrator shall meet to discuss the teacher's progress. The administrator may choose to add comments or make any necessary changes in addition to completing the comment section. Again, the signature of the administrator confirms that s/he approves the plan and the teacher's progress.

4. SERVE Summative Interview

Once all observations are complete and the EE-IGP has been written, reviewed, and implemented, the administrator should schedule a Summative Interview with the teacher at a mutually convenient time between April 15 and May 15.

The purpose of the Summative Interview is to provide the administrator with all the information s/he needs to evaluate the teacher on the 23 performance dimensions of the SERVE Teacher Assessment and Growth Matrix. Since the teacher has had the Matrix and all information about the Summative Interview since the beginning of the year, the teacher should be prepared to share with the administrator documentation and evidence relevant to his/her performance throughout the year.

The administrator can structure the interview by providing the teacher either a list of performance dimensions where s/he would like to see more evidence or a list of questions to that the teacher should plan to answer and share evidence to address. This interview is critical in the presentation and collection of evidence on which the evaluative decision is based.

Educators should organize their evidence so that the interview does not last more than 45 minutes to an hour. Once the Summative Interview is complete, the opportunity for the teacher to provide evidence of performance for that year ends. Holding the interview in the teacher's workspace (if possible) allows the teacher easy access to his/her materials and creates a more comfortable setting for the teacher. Also, having a classroom as a backdrop reinforces the focus on instruction.

The administrator should record all data provided during the interview; this, along with the observation data, will form the basis for his/her Profile of Performance ratings.

5. The SERVE Summative Profile of Performance and Final EE-IGP

Between April 15 and May 15 and after the Summative Interview, the teacher and administrator should meet to review the EE-IGP and the Summative Profile of Performance. Prior to this meeting the teacher should complete sections A through E on the last page of the EE-IGP. The administrator should complete the Summative Profile of Performance based on evidence presented through the end of the Summative Interview. After the Summative Interview, the teacher may not continue to present evidence.

The Summative Profile of Performance should hold no surprises for the teacher. If there have been issues or concerns with the teacher, all that information should have been addressed previously. Evaluation should be a process where the teacher is informed throughout the year rather than just at the end of the year.

The administrator should also review the teacher's comments on the EE-IGP and add his own. Any changes in direction should be based on the Profile of Performance.

If a teacher earns a rating of "unsatisfactory" in any of the 23 dimensions and/or a rating of "needs improvement" in 2 or more performance dimensions in one major area of the Profile of Performance, then the administrator shall place that teacher on an Action Plan for the following year. Educators rated "proficient" or "accomplished" who are not probationary, experiencing a change in assignment, or in the first year of their renewal cycle, can be recommended for the Formative Cycle for the following year. Educators who are probationary, are rated as described above, are experiencing a change in assignment, or are in the first year of their renewal cycle, should be placed on the Summative Cycle for the next year. The appropriate cycle for the next year should be indicated on the EE-IGP and the Profile of Performance.

SERVE Summative Cycle Documents

1. Summative Cycle Overview
2. Sample of Teacher Cycle Notification
3. SERVE Teacher Assessment and Growth Matrix
4. Experienced Educator Individual Growth Plan (EE-IGP) Blank Form
5. EE-IGP Summative Sample
6. SERVE Observation Form
7. Peer Observation of Probationary Teachers Guide
8. Teacher's Guide to the Summative Interview
9. Summative Interview Form
10. Summative Cycle Profile of Performance

C. SERVE Formative Cycle

Research shows that accomplished teachers grow very little from the observation process usually used to evaluate teachers. Administrators know which teachers use the most up-to-date practices, seek the most innovative methods for teaching, and need less specific guidance on a day-to-day basis. These teachers need evaluation that is based on their choices for personal, professional growth.

The SERVE evaluation process recognizes and creates opportunities for accomplished educators to pursue areas of growth that can be evaluated by administrators in a variety of ways. Experienced educators who are not probationary, who are in years two through five of the licensure renewal cycle, who have been rated as “proficient” or “accomplished,” and who will not be adjusting to a new teaching assignment are eligible to participate in the Formative Cycle.

The Formative Cycle presents many opportunities as well as a lot of responsibility for administrators and educators. Those who are accomplished need the opportunity to grow personally and professionally; however, classroom observation does not present the best way for that to happen. In fact, educators should be responsible for their own growth in a variety of areas such as student assessment, classroom-based research, and in-depth study of instructional methodology.

The purpose of the Formative Cycle is to allow educators the freedom to create goals and products that demonstrate their achievement. This effort should improve learning for students and encourage the teacher to grow in ways that Summative Evaluation cycle cannot provide because of its specific purpose. Just as the needs of each student/client are different so are the areas of growth for each teacher. The Formative Cycle creates the forum for educators to explore specific areas of their teaching through a variety of options.

Administrators should remember that some educators will be more comfortable with this freedom than others. Also, some educators will be eager to set timelines and outcomes that are achievable and challenging, and some will need assistance with this until they become more familiar with the Formative Cycle.

1. SERVE Formative Cycle Plan

Based on self-assessment using the SERVE Teacher Assessment and Growth Matrix, the teacher should have identified a goal (or goals) that s/he would like to achieve. The administrator may also have some ideas that would help the teacher focus his/her efforts toward a specific area. When a teacher moves to the Formative Cycle, s/he should adjust the Experienced Educator Individual Growth Plan (EE-IGP) prior to October 1 of the school. The adjustment would constitute the Formative Cycle Plan which addresses how s/he will grow personally and professionally through the remainder of his/her 5-year licensure cycle.

While there is no set form for educators to use in planning their Formative Cycle year, there are some things that need to be included in their plan. The plan may be written directly on the EE-IGP form or attached to the EE-IGP if the teacher needs more room to fully outline the plan and all its components. The Formative Cycle Plan is not limited to but SHOULD INCLUDE AT LEAST:

- clear goal statements and rationale for what the teacher hopes to accomplish;
- 5-10 performance dimensions from the SERVE Teacher Assessment and Growth Matrix that specifically support the goals chosen;
- a timeline with dates throughout the year, and
- specific outcomes and evidence that will result from the teacher's efforts.

Many educators will already have ideas; however, the list below contains some suggestions that administrators can share with educators to spark other ideas. Administrators should take care when sharing samples of plans created by educators. What works for one teacher may not help another teacher very much at all. Other educators are only comfortable having an administrator come in and observe them. While this is acceptable, administrators should discuss other options with educators and encourage them to pursue an individual pathway. Administrators should seek to guide educators in the development of their Formative Cycle Plans to ensure that they align with school/facility, DHHS, and North Carolina State Board of Education goals.

2. Formative Cycle Plan Suggestions for Actions

- 3 drop-in observations of 15 minutes each by the principal to focus on a specific objective or teaching method chosen by the teacher
- a video of an entire lesson and supporting documentation, including a focus on a specific objective or teaching method chosen by the teacher
- a full lesson observation by the principal with a pre-and post-conference focused on a specific objective or teaching method chosen by the teacher
- a full lesson observation by a peer with feedback and conferencing with or journaling for the principal regarding any transformation that occurred related to a specific objective or teaching method chosen by the teacher
- a project by a teacher or group of educators related to student success with a particular learning objective (as evidenced by assessment data, student work, reflective journaling, etc.)
- a year-long study of student assessments focused on a particular set of objectives from the North Carolina Standard Course of Study or other approved curriculum

Prior to the October 1 EE-IGP deadline, the teacher and administrator should meet to discuss the EE-IGP/Formative Cycle Plan, its implementation, and any part the administrator will play to ensure the teacher's experience. The signature of the administrator confirms that s/he approves the plan, including the performance dimensions listed for evaluation at the end of the year.

While the administrator is informally observing on a regular basis, s/he should be aware of educators who are in the Formative Cycle and any significant changes that may be occurring in those educators' classrooms. The administrator may opt to meet with those educators to receive updates on their progress toward goals or to observe them formally if they become aware that there are problems in their classrooms.

If problems are evident based on that formal observation, the principal should complete a second observation, an Interview, and a Profile of Performance and Recommendation. If the teacher is rated "Proficient" or "Accomplished," then s/he may continue on the Formative Cycle. If a teacher earns a rating of "unsatisfactory" in any of the 23 dimensions and/or a rating of "needs improvement" in 2 or more performance dimensions in one major area of the Profile of Performance, an Action Plan shall be created for that teacher immediately.

3. Formative Cycle Data Collection

   Data Collection is a critical part of the SERVE evaluative process. While informal observations are useful, there are many other sources of data that should be gathered and used as evidence as part of the evaluative process. Some of these materials will be collected by the administrator, such as notes from parents, colleagues, lesson plans, weekly updates sent to parents, etc. Most materials, however, are shared by the teacher at the mid-year EE-IGP review, in post-observation dialogues, and during the Formative Interview. Teachers should utilize student work samples, teacher-made materials, assessment data, photographs, videotape, etc. to provide evidence of their professional growth and development.

4. Formative Cycle Mid-Year Review

   The administrator and teacher should meet between December 1 and February 1 to review the Formative Cycle Plan/EE-IGP. The teacher should summarize his/her progress toward the goals, describe any changes necessary, and add comments prior to meeting with the administrator. At a mutually convenient time, the teacher and administrator should meet to discuss the teacher's progress. The administrator may choose to add comments or make any necessary changes in addition to completing the comment section. Again, the signature of the administrator confirms that s/he approves the plan and the teacher's progress.

5. Formative Interview

   Occurring between April 15 and May 15, the Formative Interview should provide the administrator with information s/he needs to evaluate the teacher on the performance dimensions listed on the Formative Cycle Plan/EE-IGP in addition to any evidence already presented/collected. Since the teacher has had all information about the Formative Interview since the beginning of the year, the teacher should be prepared to share with the administrator documentation and evidence relevant to the goals and performance dimensions listed on the Formative Cycle Plan/EE-IGP. The administrator may choose to provide the teacher with questions that s/he will ask prior to the conference or a list of artifacts that s/he will expect the teacher to present as evidence of his/her accomplishments.

Educators should organize their evidence so that the interview does not last more than 45 minutes to an hour. Holding the interview in the teacher's workspace (if possible) allows the teacher easy access to his/her materials and creates a more comfortable setting for the teacher. Having a classroom as a backdrop reinforces the focus on instruction. Once the interview is concluded, the teacher can no longer present evidence to impact the administrator's evaluative decision.

6. Formative Profile of Performance and Completion of the EE-IGP

Between April 15 and May 15 and after the Formative Interview, the teacher and administrator should meet to review the Formative Cycle Plan/EE-IGP and the Formative Profile of Performance. Prior to this meeting the teacher should complete sections A through E on the last page of the Formative Cycle Plan/EE-IGP. The administrator should complete the Formative Profile of Performance based on evidence presented through the end of the Formative Interview. After the Formative Interview, the teacher may not continue to present evidence.

The Formative Profile of Performance should hold no surprises for the teacher. If there have been issues or concerns with the teacher, all that information should have been addressed previously. Evaluation should be a process where the teacher is informed throughout the year rather than just at the end of the year.

The administrator should also review the teacher's comments on the Formative Cycle Plan/EE-IGP and add his own. Any changes in direction should be based on the Profile of Performance.

If a teacher earns a rating of "unsatisfactory" in any of the dimensions specified and/or a rating of "needs improvement" in 2 or more performance dimensions in one major area of the Profile of Performance, then the administrator needs to place that teacher on an Action Plan for the following year. Educators rated "proficient" or "accomplished" who are not probationary, experiencing a change in assignment, or in the first year of their renewal cycle, can be recommended for the Formative Cycle for the following year. Educators who are probationary, are rated as described above, are experiencing a change in assignment, or are in the first year of their renewal cycle, should be placed on the Summative Cycle for the next year. The appropriate cycle for the next year should be indicated on the EE-IGP and the Profile of Performance.

SERVE Formative Cycle Documents

1. Formative Cycle Overview
2. Sample of Teacher Cycle Notification
3. SERVE Teacher Assessment and Growth Matrix
4. Experienced Educator Individual Growth Plan (EE-IGP) Blank Form
5. EE-IGP Formative Cycle Sample
6. Formative Cycle Profile of Performance

VI. Beginning Teachers

Making decisions about how to work with beginning teachers is critical to their success and their impression regarding the school/facility. Since only beginning teacher receive mentors, the administrative team will be making choices about mentor teachers, matching mentors to beginners, creating expectations, and helping mentors assimilate new teachers into the staff. Mentors should be assigned before the beginning teacher's first day at school. The list below reflects many of the questions your administrative team will need to address.

- Who are the new teachers?
- Who are the mentors?
- How should the mentors be assigned to the new teachers?
- Is there a process to ensure that mentors and beginning teachers are working toward a thorough understanding of the SERVE Teacher Assessment and Growth Matrix?
- Do new teachers understand how to match evidence from their practice to the SERVE Teacher Assessment and Growth Matrix?
- Do mentors know the administrative team's definitions and expectations for these standards?
- Are there unique circumstances at the school/facility that would require new teachers and mentors to interpret SERVE Teacher Assessment and Growth Matrix differently than their public school counterparts?
- Do new teachers understand all the requirements for licensure?

Beginning teachers will need an orientation to the school/facility and to their evaluation and growth process. However, it is important to share information on evaluation and growth a little at a time as they usually have a lot to digest in their first few weeks of employment. The SERVE Teacher Assessment and Growth Matrix presents a unique opportunity to support the mentor. Be sure to frame discussions, questions, compliments, and suggestions with the SERVE Teacher Assessment and Growth Matrix language so that the mentor and beginning teacher will see connections easily. The mentor will share a lot of this information, but all members of the administrative team should always be available after the mentors introduce the materials to answer questions and reassure the new teachers. Opportunities for the administrative team to interact with beginning teachers outside of an observation or evaluation setting will make the observation cycles less intimidating.

Of course, beginning teachers need to feel a strong sense of belonging in their school/facility. Retention information shows that new teachers tend to stay at their first job longer if they feel that they are a part of the community. Naturally, mentors will help with this, but beginning teachers are impressed when administrators take the time to get to know them. Throughout the year, be sure to talk with mentors to determine activities that can help the beginning teachers adjust and feel part of the whole group. Supporting those efforts can create bonds for mentors and beginning teachers that will affect positively retention efforts and the overall school/facility climate. Form strong bonds early and cultivate them as often as possible; they will inspire a sense of loyalty to the school/facility which will help increase retention rates.

Once beginning teachers feel comfortable, it is important to make sure that they are aware of their responsibilities for daily duties as well as licensure conversion.

Suggested Ongoing Activities for Beginning Teachers

- At least weekly, if not daily, interaction with his/her mentor
- The opportunity to observe other master teachers
- Attendance at support group meetings with other beginning teachers related to common problems for first year teachers (i.e., discipline issues, licensure pathway, school/facility policies, etc.)
- Informal observation by the mentor through time in the beginning teacher's classroom or through videotapes
- Reflective journaling that flows between the beginning teacher and the mentor
- Information on how to use assessment data to guide planning and instruction
- Sessions on topics specific to the school/facility
- Social functions designed to acquaint beginning teachers with all staff

A. Beginning Teacher Individual Growth Plan

The Beginning Teacher Individual Growth Plan (BT-IGP) guides the professional development of each new teacher. Filled out each year until the teacher receives a Standard Professional II License, the document encourages the new teacher and the mentor to evaluate the new teacher's strengths and areas for improvement as well as outline specific activities to guide the growth of the new teacher.

Using the SERVE Teacher Assessment and Growth Matrix, the mentor and the beginning teacher need to collaborate on the needs assessment for the beginning teacher. In years 1 and 2, they review the beginning teacher's strengths and areas for improvement based on the SERVE Teacher Assessment and Growth Matrix and record the results on page 2 of the BT-IGP. In year 3, the beginning teacher should perform the self-assessment, share it with the mentor, and record the results.

Next, the mentor and the beginning teacher should choose 3 Performance Dimensions to focus on for the year. On page 3 of the BT-IGP, they will identify the Activities/Strategies and Resources (people, materials, workshops, time, etc.) needed to accomplish the Activities/Strategies that the Beginning Teacher will use to focus on the targeted Performance Dimensions during the school year. For each Activity/Strategy, a Target Date and Completion Date should be targeted. Then, the Evidence of Completion for each Activity/Strategy needs to be defined. After the mentor and beginning teacher have completed this, they will need to meet with the administrator so that everyone can sign the IGP prior to October 1.

Throughout the year, evaluation of the Beginning Teacher's progress toward the targeted Performance Dimensions should occur at post-observation conferences. The Beginning Teacher, Mentor Teacher, and Supervisor should summarize that progress on the Assessment Conferences form (page 4 of the BT-IGP).

Between April 15 and May 15, the mentor and beginning teacher should complete page 3 of the BT-IGP and meet with the administrator to present the evidence and sign to complete the BT-IGP. This can be done in conjunction with the explanation of the Beginning Teacher Profile of Performance.

B. Beginning Teacher Data Collection and Observations

Data Collection is a critical part of the SERVE evaluative process. While observations are useful, there are many other sources of data that should be gathered and used as evidence as part of the evaluative process. Some of these materials will be collected by the administrator, such as notes from parents and colleagues, lesson plans, weekly updates sent to parents, etc. Most materials, however, are shared by the teacher at the mid-year EE-IGP review, in post-observation dialogues, and during the Beginning Teacher Interview. Teachers should utilize student work samples, teacher-made materials, assessment data, photographs, videotape, etc. to provide evidence of their professional growth and development.

Beginning teachers are observed and evaluated using the SERVE Teacher Assessment and Growth Matrix and all SERVE evaluative processes. Beginning Teachers in Year 1 must be evaluated on 12 of the performance dimensions; in year 2, they are evaluated on an additional 7 for a total of 20. In year 3 and afterwards, they are evaluated in all 23 dimensions. Teachers cannot move to the Summative Cycle until they hold a Standard Professional II License.

All beginning educators must have 4 observations each year: 3 by the administrator and 1 by a peer. Having a system worked out to track the 4 observations for beginning educators is essential. An evaluation file for each teacher, located in a secure (locked) area, should hold all data collected and submitted related to evaluation.

The peer observer shall not be the mentor; this will ensure that the relationship between the beginning teacher and the mentor is not corrupted by the pressure of formal observation. The mentor should observe the beginning teacher regularly using the correct year of the SERVE Teacher Assessment and Growth Matrix as a guide, but the mentor should not ever attempt to "rate" the beginning teacher's performance.

Each observation cycle for new educators should include a pre-observation dialogue scheduled at a mutually convenient time and, if at all possible, in the new teacher's workspace. Administrators should also give the beginning teacher the option of having the mentor present at all dialogues. The purpose of the pre-observation dialogue is to allow the teacher to discuss what the observer will see during the visit and to provide the observer with any relevant documentation that will assist him/her in understanding the material presented or the purpose of the activities.

The observer should script the observation on separate paper. This raw data is essential as it should be the basis for all comments made by the observer to the teacher; the raw data should also be offered to the teacher for his/her records.

Within 10 school days of the observation, a post-observation dialogue should occur at a mutually convenient time and, if at all possible, in the teacher's workspace. Prior to this dialogue, the observer should complete the SERVE Observation Form. It should not assign any ratings to the teacher's performance nor should the observer include judgmental language such as "the teacher's methods were good" or "the teacher's responses to students were outstanding."

During the post-observation dialogue, the observer should review the observation form with the teacher and encourage the teacher to ask questions, explain his/her actions, and to reflect on the total experience. Creating an atmosphere where the beginning teacher feels comfortable talking with the observer about instructional practice and professional issues is essential. Traditionally, this is a point where educators have been talked to about their performance; however, research shows that educators do not improve unless they are allowed to participate in the observation dialogue and guide their own growth. Much of that experience can happen in the post-observation dialogue if the observer will encourage it. The BT-IGP should also be discussed if this is an observation by the administrator. This also reinforces the growth aspect of the observation cycle.

It is always the prerogative of the administrator to observe the teacher at any time during the year. If the administrator has a concern, s/he should observe the teacher twice (with at least 10 working days and a post-observation dialogue in between), conduct the Beginning Teacher Interview, and prepare a Profile of Performance based on the teacher's performance. If a teacher earns a rating of "unsatisfactory" in any of the dimensions s/he is responsible for in the Beginning Teacher Year 1 or Year 2 and/or a rating of "needs improvement" in 2 or more performance dimensions in one major area of the Profile of Performance, then s/he should be placed on an Action Plan.

C. Beginning Teacher Interview

Between April 15 and May 15 (after the completion of all observation cycles), the administrator should arrange for an interview with the Beginning Teacher. The interview should focus on questions (related to the performance dimensions the Beginning Teacher is responsible for in Year 1 or Year 2) that the administrator poses in order to gather additional information to inform the evaluative decision. In order to allow the Beginning Teacher to be fully prepared, the administrator should provide direction for the Beginning Teacher.

Beginning Teachers should organize their evidence so that the interview does not last more than 45 minutes to an hour. Holding the interview in the Beginning Teacher's workspace (if possible) allows easy access to his/her materials and creates a more comfortable setting. Also, having a classroom as a backdrop reinforces the focus on instruction.

The administrator should record all data provided during the interview; this, along with the observation data, will form the basis for his/her Beginning Teacher Year 1 or Year 2 Profile of Performance ratings.

D. Beginning Teacher Profile of Performance and BT-IGP Completion

Within 10-15 school days after the Beginning Teacher Interview, the administrator should schedule a time to review the Beginning Teacher's evaluation. The ratings given on the Beginning Teacher Year 1 or Year 2 Profile of Performance should reflect the teacher's performance at that time in the year based on all the evidence that the administrator has. These ratings should not be a surprise to the new teacher and should be shared in a conference where the mentor can be present. This is also an appropriate time to complete and sign the BT-IGP.

Beginning Teachers in Year 1 and Year 2 should progress to the next implementation stage unless s/he receives a rating of "unsatisfactory" in any area or 2 or more "need improvement" ratings in any major category of the Profile. If this occurs, an Action Plan should be developed and implemented. Beginning Teachers in Year 3 who have not obtained a Standard Professional II License will move to the SERVE Summative Cycle with 4 observations per year until that license is obtained.

SERVE Beginning Teacher Documents

1. SERVE Phase-In Chart
2. SERVE Beginning Teacher Assessment and Growth Matrix
3. Beginning Teacher Individual Growth Plan (BT-IGP) Blank Form
4. BT-IGP Sample

5. SERVE Observation Form
6. Peer Observation of Beginning Teacher Guidelines
7. Beginning Teacher Interview Information
8. Beginning Teacher Profile of Performance Year 1
9. Beginning Teacher Profile of Performance Year 2

VII. Student Support Services Personnel

Speech Language Pathologists, Librarians (Media Specialists), School Psychologists, and Guidance Counselors who are in 115C classifications must be evaluated, according to NCGS 115C-333 with instruments approved by the State Board of Education. In the early 1990's, instruments were approved for these licensure areas, and except for the Librarian (Media Specialist), they have not been revised since. Each instrument is different and has an attachment that outlines the job responsibilities for each position.

Educators in these areas may be probationary because they have come from another NC LEA or another state, but they are not included in the ILT program. However, the school administrator should assign a "buddy" teacher to educators in these positions who are probationary for the purpose of acclimating them to DHHS, OES, and school/program policies and procedures.

As with all other evaluative processes, it is imperative that the educators have training on the instrument on which they will be evaluated. All the other best practices for evaluation should be followed with these educators as well.

A. Experienced Educator Individual Growth Plans (EE-IGPs)

Educators in these positions should complete an EE-IGP no later than October 1 of each year. After reviewing the evaluation instrument, the educator should set goals that align with the evaluation instrument, his/her professional growth needs, and school/program priorities. Upon completion of the EE-IGP, the educator should meet with his/her administrator to share the plan. If the administrator agrees or after s/he provides input to the plan, the EE-IGP should be signed and put into effect.

B. Observations and Data Collection

Educators in these positions must be observed no less than twice per year. Probationary educators in these positions must be observed no less than 4 times per year with one of the observations being completed by a peer and filed in the administrator's evaluation file. The peer should be trained in the use of the evaluation instrument and have a working knowledge of the responsibilities of the position.

Observers should script observations and retain the raw data with the completed instrument. Observations should be no less than 30 minutes in duration and should be followed, in no less than 10-15 working days, by a post-observation dialogue.

Observations for educators with career status do not have to be announced; however, the first observation for probationary educators should be. Additionally, it is best for the peer observation for probationary educators to be either the second or third observation of the year.

Post-observations conferences should be dialogues that allow educators to provide additional evidence of their performance and should be noted on the evaluation form. Ratings of the educator's performance are done each time the administrator observes the educator. Peer observers should share feedback based on the evaluation form but provide no ratings. Completed peer observations should be placed in the evaluation folder, but they are not considered in the administrator's final rating at the end of the year.

C. Mid-Year EE-IGP Review

The administrator and educator should meet between December 1 and February 1 at a mutually convenient time to review the EE-IGP. The educator should summarize his/her progress toward the goals, describe any changes necessary, and add comments prior to meeting with the administrator. The administrator may choose to add comments or make any necessary changes in addition to completing the comment section. Again, the signature of the administrator confirms that s/he approves the plan and the educator's progress.

D. Yearly Evaluation and EE-IGP Completion

Between April 15 and May 15 the educator and administrator should meet to review the EE-IGP. Prior to this meeting the teacher should complete sections A through E on the last page of the EE-IGP. Then, the administrator should complete the evaluation instrument, rating the educator's performance and making comments in the areas provided on the form.

Then, at a mutually convenient time, the administrator should share final ratings with the educator as well as the evidence that supports those decisions. The administrator should review information provided on the EE-IPG by the educator and complete the administrative section of the EE-IGP.

Educators in these categories who receive any rating of "unsatisfactory" or more than 2 ratings of "below standard" in any major area of the appropriate instrument will be placed on an Action Plan.

Support Services Personnel Documents

1. Experienced Educator Individual Growth Plan
2. School Guidance Counselor Evaluation Instrument

3. Librarian (Media Specialist) Evaluation Instrument
   Part I
   Part II
   Part III
   Part IV
4. School Psychologist Evaluation Instrument
5. Speech-Language Pathologist Evaluation Instrument
6. Guidelines for Peer Observation of a Probationary Educator

VIII. Principals/Assistant Principals/School Administrators

In accordance with NCGS 115C-335, Principals/Assistant Principals/School Administrators who hold a North Carolina education license must be evaluated using an instrument approved by the State Board of Education. Each Local Education Agency (LEA) may choose any instrument approved by the State Board of Education for this purpose. Currently, the only instrument approved by the State Board of Education for use with Principals/Assistant Principals/School Administrators is the system developed by the Principal's Executive Program (PEP).

Best Practices for Evaluations of Principals/Assistant Principals/School Administrators

The instrument used in the evaluative process for Principals/Assistant Principals/School Administrators is only effective when used following researched and recommended procedures.

- All parties participating in the evaluative process should do so in a manner that reflects high ethical and professional standards.
- In order for the use of the instrument to be valid, the supervisor of the Principal/Assistant Principal/School Administrator as well as the Principal/Assistant Principal/School Administrator must have received training about the process prior to the beginning of the evaluative process.
- The evaluative processes are designed to promote personal professional growth and development for the Principal/Assistant Principal/School Administrator to increase his/her skills and service provision to educators, students/clients, and the school/program. The process should not be approached in a punitive manner. In addition, the conference about performance ratings should not hold surprises for the Principal/Assistant Principal/School Administrator. Rather, it is the responsibility of the supervisor to ensure that the Principal/Assistant Principal/School Administrator is aware of his/her performance levels throughout the year as s/he works to develop and improve skills.
- Dialogues that either precede or follow an observation, Principal/Assistant Principal/School Administrator interviews, and evaluation conferences should be held in the Principal/Assistant Principal/School Administrator's workspace whenever possible, as long as that space is confidential.
- It is primarily the responsibility of the person being observed/evaluated to compile and provide ample, accurate, well-organized, and timely documentation and evidence of his/her performance and professional growth. This process is guided by

the evaluation instrument as well as by the Professional Growth Plan. However, the supervisor should compile his/her own documentation regarding the employee's performance to share with the employee throughout the year.

- It is the responsibility of the supervisor to schedule meetings and observations within the prescribed timelines; to provide the person being evaluated with the resources necessary to develop professionally and accomplished his/her specified goals, and to ensure that goals reflect the needs of the educators, students and clients, and school/program being served.

Professional Growth Plans (PGP)

Each year, the Principal/Assistant Principal/School Administrator will self-assess using the Long Form of the PEP Evaluation System. Then, prior to August 1, s/he will develop a Professional Growth Plan (PGP) with 3 to 6 goals based on his/her areas for growth. The Principal/Assistant Principal/School Administrator meets with the supervisor to share the PGP, and after the supervisor approves or provides more input, the PGP is signed by both.

Observation and Data Collection

The supervisor observes the Principal/Assistant Principal/School Administrator in the normal course of his/her work throughout the year and gathers evidence that would inform a decision about the growth of the Principal/Assistant Principal/School Administrator. It is the responsibility of the Principal/Assistant Principal/School Administrator to gather evidence that addresses the goals of the PGP as well as the twenty-two (22) areas in the five (5) major functions of the PEP Evaluation System.

It is both the responsibility and the prerogative of the supervisor to observe and dialogue with the Principal/Assistant Principal/School Administrator when there are concerns about performance issues. Once there have been at least 2 observations with post-observation dialogues and a dialogue about all evidence, then the supervisor can evaluate the Principal/Assistant Principal/School Administrator.

A Principal/Assistant Principal/School Administrator who receives any more than 1 rating of "Performance Needs Improvement" in any major function area of the PEP Evaluation System may be placed on an Action Plan or have his/her contract non-renewed.

Mid-Year PGP Review

Evidence for the first half of the year should be discussed at the Mid-Year PGP Review, completed between December 1 and February 1. The supervisor should document progress on each goal based on evidence presented and determine through the review of the evidence and dialogue with the Principal/Assistant Principal/School Administrator if changes need to be made in the PGP.

Evaluation

Between April 1 and May 1, the Principal/Assistant Principal/School Administrator prepares his/her evidences for the entire year and meets with the supervisor to share evidences. This should be done in a dialogue format, lasting no longer than 90 minutes, with the supervisor interjecting questions as they arise. It would also be useful for the supervisor to share any particular questions or areas that require more evidence with the Principal/Assistant Principal/School Administrator prior to the dialogue to direct the evidence to be presented. The supervisor makes note of evidence shared.

After the dialogue, the opportunity for the Principal/Assistant Principal/School Administrator to share further evidence ends, and the supervisor considers all evidence presented by the Principal/Assistant Principal/School Administrator as well as the evidence s/he has compiled. The supervisor then completes the evaluation of the Principal/Assistant Principal/School Administrator, addressing all 22 areas in the 5 major functions of the PEP Evaluation System.

The supervisor meets with the Principal/Assistant Principal/School Administrator to share his/her evaluation and signs the PGP for the end of the year.

Any Principal/Assistant Principal/School Administrator who receives any more than 1 rating of "Performance Needs Improvement" in any major function area of the PEP Evaluation System may be placed on an Action Plan or have his/her contract non-renewed.

Principal/Assistant Principal/School Administrator Documents

1. Principals' Executive Program Long Form
2. Professional Growth Plan
3. Principals' Executive Program Short Form
4. Principals' Executive Program Rubric
5. PEP End of Year Evaluation Summary Form