

**Component 2: Orientation:** Within two weeks of a support staff employee's first day of work in any school year, the principal will provide the employee with a copy of, or directions for, obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina (*support staff employee*);
- B. A copy of *this* policy; and
- C. A schedule for completing all the components of the evaluation process.

**Copies may be provided by electronic means.**

**Component 1: Training:** Before participating in the evaluation process, *all support staff*, principals, and designated evaluators should be trained by their district, through self-study, or by other experienced trainers on the evaluation process.

**Component 8: PD Plans:** Support Staff shall develop a Professional Development Plan as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements which need to improve, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The PDP should be discussed with and approved by the principal as the final step in the evaluation process.

**Component 7: Summary Evaluation Conference and Scoring the Rating Form:**

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the school employee. During the summary evaluation conference, the principal and employee shall discuss the Principal's assessment of the employee's performance over the course of the school year, self-assessment, the most recent Professional Development Plan, the components of the North Carolina Educator Evaluation Process completed during the year, observations, artifacts submitted or collected, and other evidence of performance. At the conclusion of the evaluation process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Provide a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard;
- D. Provide the school employee with the opportunity to add comments to the School Employee Summary Rating Form;
- E. Review the completed School Employee Summary Rating Form with the school employee; and
- F. Secure the school employee's signature on the Record of School Employee Evaluation Activities and School Employee Summary Rating Form.

**Component 3: Self-Assessment:** Using the Rubric for Evaluating North Carolina School (*Support Staff*), the *support staff employee* shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

**Component 4: Pre-observation Conference:** Before the first formal observation, the principal shall meet with the *support services staff employee* to discuss the *support services staff employee's* self-assessment based on the Rubric for Evaluating North Carolina School *support services staff*, the most recent professional growth plan, and the activity to be observed. The school employee will provide the principal with a written description of the activity. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

**Component 5: Observation:**

Formal Observation is 45 minutes (or the length of the activity to be observed)

*At least one formal observation required for each support services staff member*

**Component 6: Post-observation Conference:** The principal shall conduct a post-observation conference no later than ten (10) school days after each formal observation. During the post-observation conference, the principal and school employee shall discuss and document on the Rubric the strengths and weaknesses of the school employee's performance during the observed session. Each observation informs the completion of the rubric as part of the data-collection process leading up to the summary rating form.

