

MINA Charter School

Staff Evaluation Policy

According to the North Carolina State Board of Education, “The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher’s performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth.” The Lead Administrator at MINA Charter School (MCS) will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration.

MCS will utilize the North Carolina Educator Evaluation System (NCEES). The process by which teacher evaluation will be conducted will follow the following identified steps (in order) in the evaluation process: (1) training, (2) orientation, (3) teacher self-assessment, (4) pre-observation conference, (5) observation, (6) post-observation conference, (7) summary evaluation conference, and (8) professional development plan.

The state-adopted NCEES will be used for teacher self-assessment, classroom observation, and the summary observation.

MCS will comply with all evaluation policies identified by the North Carolina State Board of Education, including the following minimum requirements:

- Comprehensive Evaluation Cycle (Teachers with less than 3 years of experience): three (3) formal observations with post-conferences, one (1) peer observation with post-conference, and one (1) Summary Rating Form.
- Standard Evaluation Cycle: one (1) formal observation with post-conference, two (2) formal or informal observations, and one (1) Summary Rating Form.
- Abbreviated Evaluation Cycle: two (2) formal or informal observations (Standards 1 & 4) and one (1) Summary Rating Form (Standards 1, 4, & 6).

Support Staff will be evaluated using the NCEES Support Staff rubrics.

Staff evaluations will be utilized to identify professional development needs in addition to assisting in making personnel decisions.

Adopted and Approved by MCS: 05/20/2020