



North Carolina Educator Evaluation System

Ashe County Schools

New Teacher Evaluation Training

Purpose



- To acquaint new teachers or teachers new to North Carolina with the NC Professional Teaching Standards and the NC Educator Evaluation System.

Outcomes



- Understand the purpose of NC Educator Evaluation System
- Understand the 6 NC Professional Teaching Standards
- Understand ratings on evaluation instrument
- Understand evaluation process

Introductions



- Name
- Position and school
- Comfort level with NC Professional Teaching Standards (Scale of 1-5)

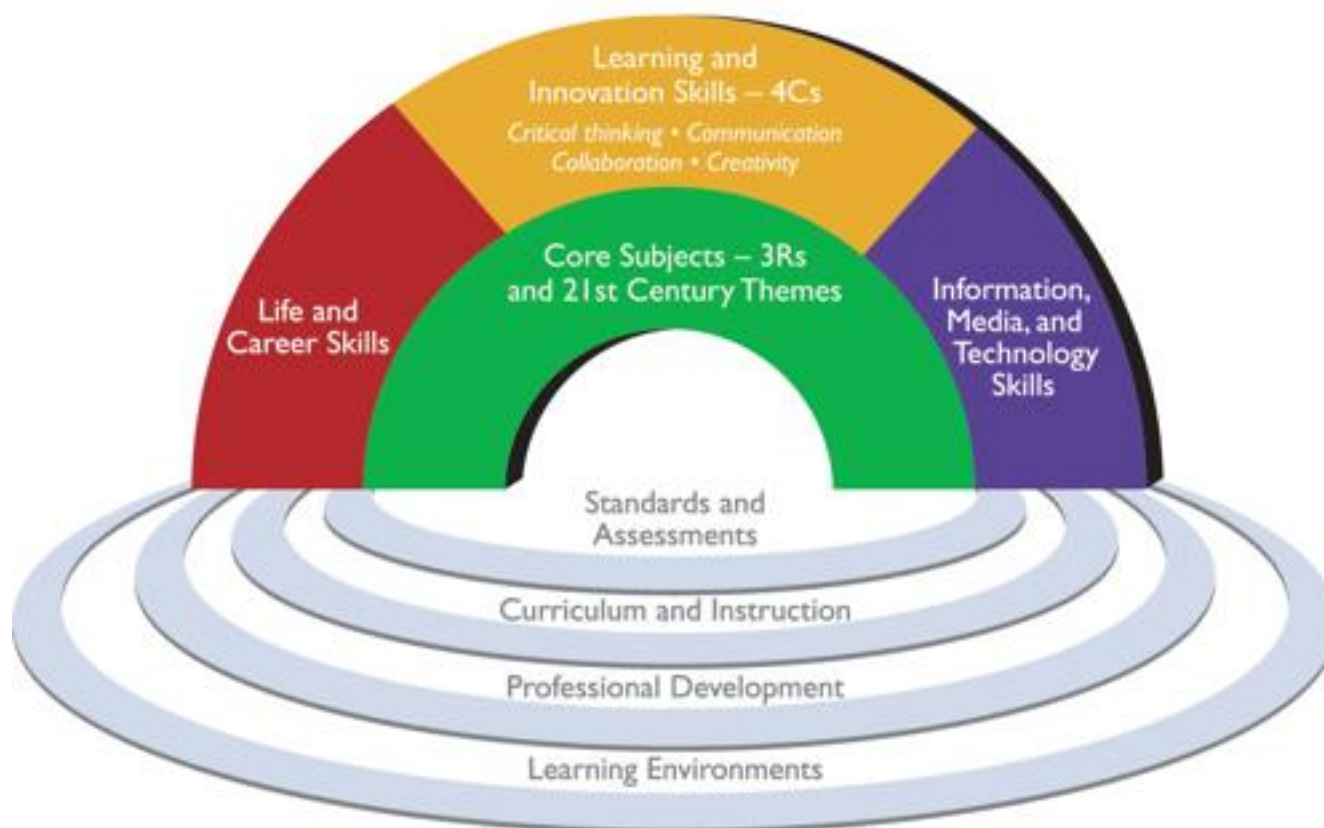


NC State Board of Education Mission:

“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”



21st Century Student Outcomes and Support Systems





**NC Public Schools
READY for Success**

NC Professional Teaching Standards



NC Professional Teaching Standards



STANDARD I:
Teachers demonstrate leadership.

STANDARD II:
Teachers establish a respectful environment for a diverse population of students.

STANDARD III:
Teachers know the content they teach.

STANDARD IV:
Teachers facilitate learning for their students.

STANDARD V:
Teachers reflect on their practice.

STANDARD VI:
Teachers contribute to the academic success of their students.

Activity

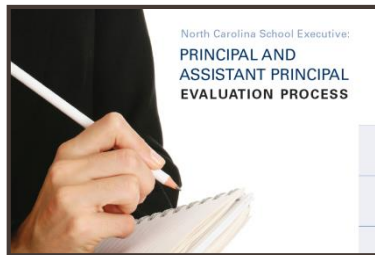


- Determine the gist of the standard
- Create a conceptualization of the standard on the chart paper
 - Group work
 - Be creative!
 - Share

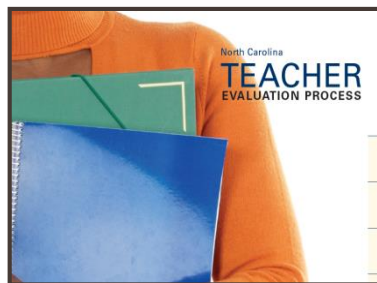
Components of the Model



Results of Observations



Standards 1-7



Standards 1-5

Assessments to Measure Growth

End of Grade
End of Course
VoCATs
MSLs

Standard 8

End of Grade
End of Course
VoCATs
MSLs

Standard 6

The Tools We Need:

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey
Possible use of Tripod Survey pending SBE decision

Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Standard 6
are measures of

Growth

Teacher Ratings Categories



Teachers



5 Rating Categories

Not Demonstrated
Developing
Proficient
Accomplished
Distinguished

3 Rating Categories

Does Not Meet Expected Growth
Meets Expected Growth
Exceeds Expected Growth

3-Year Rolling Average Teacher



*Rating from
2 years
ago*

*Rating from
1 year
ago*

*Rating from
this
year*

Standard 6	Standard 6	Standard 6
1.0 Met Expected Growth	0.8 Did not meet Expected Growth	1.2 Met Expected Growth

$$\frac{1.0 + 0.8 + 1.2}{3}$$

$$= 1.0$$

Met Expected Growth
3- year average rating on
standard 6 for
determining **status**

Note: A similar methodology applies to principals as well.



Ratings

- **Teachers**
6 separate ratings to help teachers grow each year

Status

- A single overall status that is determined once a teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
 1. **In Need of Improvement**
 2. **Effective**
 3. **Highly Effective**

Status and Standard 6



- An educator receives an effectiveness **status** only once she has **3 years of data** on standards 6 or 8
- A **3-year rolling average** of growth data from standards 6 or 8 is used as part of determining overall **status**

Educator Effectiveness Model



	In Need of Improvement	Effective	Highly Effective
Standards 1-5 In the year <div> 1 Demonstrate Leadership 2 Establish Environment 3 Know Content 4 Facilitate Learning 5 Reflect on Practice </div>	<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
Standard 6 Three-year rolling average $\left(\begin{array}{ c } \hline 2 \text{ years ago} \\ \hline \end{array} + \begin{array}{ c } \hline 1 \text{ year ago} \\ \hline \end{array} + \begin{array}{ c } \hline \text{This year} \\ \hline \end{array} \right) / 3$	And/Or <i>Does Not Meet Expected Growth</i>	And <i>Meets or Exceeds Expected Growth</i>	And <i>Exceeds Expected Growth</i>

Educator Effectiveness Model



- Standard Six ratings are determined using student growth data from all subjects and grades a teacher has taught over three years
- Three years of data can come from multiple schools or LEAs
- Any student who has not been enrolled for 140 days (or 70 days on a block schedule) is excluded from growth calculations

Measures of Student Learning



- Intended to gather growth data for every teacher, not to assess every student on every content area
- Local flexibility in when, how, and who administers
- Designed by 1,000 NC teachers
- Replace final exams in high school courses

More Information



- Email educatoreffectiveness@dpi.nc.gov
- www.ncpublicschools.org/effectiveness-model/



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Standards Investigation



Gallery Walk



- With a partner, read each of the elements and descriptors.
- Read the feedback already given.
- Do one of the following:
 - Write down a behavior that exemplifies this element.
 - Validate what someone else has written.
 - Add to what someone else has written.



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The Ratings



Distinguished

- **Consistently and significantly exceeded** basic competence



Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth, but **did not demonstrate basic** competence

Not Demonstrated

- **Did not demonstrate competence** on or adequate growth

Working with the ratings



- **Developing:** Can use buttons on the bottom row
- **Proficient:** Can use all apps that come on phone; can download and use alternate types of apps
- **Accomplished:** Can search for new apps; teaches others how to use phone; writes apps for many different functions
- **Distinguished:** Can

Working with the ratings



- Your turn!
- In groups, write behaviors on sticky notes
- Put on the chart paper in appropriate category





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Process for evaluating teachers



Teacher Evaluation Process



Before Week 3 of School Year



Component 2: Orientation

Within two weeks of teacher's first day, the principal will provide:

- A.** The Rubric for Evaluating North Carolina Teachers;
- B.** Teacher Evaluation Policy **ID Number: TCP-C-004**
- C.** A schedule for completing evaluation process.

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

STEP 1: Training and Orientation

Before First Formal Observation



STEP 2:

Self-Assessment, Goal Setting and Pre-Conference

Component 3: Teacher Self-Assessment

Using the Rubric , the teacher shall rate their performance and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal meets with the teacher to discuss: **self- assessment, professional growth plan** a written description of the **lesson(s)** to be observed.

Goal: To prepare principal for the observation.

Within the 1st nine weeks



STEP 3: Observation Cycle (Administrative and Peer)

Component 5: Observations

A. Formal observation:

45 min. or entire class period

B. Probationary Teachers:

3 formal by principal and 1 formal by peer

C. Career Status Teachers: Evaluated annually.

During the renewal year: 3 total- 1 must be formal

Observations shall be noted using the Rubric.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference **no later than ten school days** after each formal observation.

Discuss and Document strengths and weaknesses on the **Rubric**

Annual Evaluation Policy-TCP-C-022:



- Each local board shall adopt a policy requiring career teachers to be evaluated annually. The annual evaluation requirements shall be met by either: (1) Using the Teacher Evaluation Process as set forth in 16 NCAC 6C.0503; or (2) Using an abbreviated evaluation consisting of Standards One, Four, and Six of the Teacher Evaluation Process.

Before the End of the School Year



Component 8: PD Plans

Individual Growth Plans-“Proficient” or better
Monitored Growth Plans-At least 1 “Developing”
Directed Growth Plans-“not Demonstrated” or
“Developing” rating for 2 sequential yrs.

STEP 4: Summary Evaluation and Goal Setting

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form-

- A.** Give rating for each Element in Rubric
- B.** Comment on “Not Demonstrated”
- C.** overall rating of each Standard
- D.** Provide teacher with opportunity to add comments to the Summary Rating Form
- E.** Review completed Teacher Summary Rating Form with teacher and
- F.** Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Teacher Evaluation Process

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Component 7: Summary Evaluation Conference and

Scoring the Teacher Summary Rating Form-Prior to end of school Principal conducts summary evaluation conference with teacher to discuss components of the evaluation. At the conclusion:

- A. Give rating for each Element in Rubric
- B. Comment on "Not Demonstrated" C. overall rating of each Standard
- D. Provide teacher with opportunity to add comments to the Summary Rating Form
- E. Review completed Teacher Summary Rating Form with teacher and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 3: Teacher Self-Assessment

Using the Rubric , the teachers shall rate their performance and reflect on his or her performance throughout the year.

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The principal shall conduct a post-observation conference no later than ten school days after each formal observation. Discuss and Document strengths and weaknesses on the Rubric.

STEP 1:
Training and Orientation

STEP 2:
Self-Assessment, Goal Setting and Pre-Conference

STEP 4:
Summary Evaluation and Goal Setting

STEP 3:
Observation Cycle (Administrative and Peer)

Resources



- NC Education Modules – Phase III
 - <http://center.ncsu.edu/nc>
- NCEES Wiki
 - <http://ncees.ncdpi.wikispaces.net>
- Region 6 Wiki
 - <http://bit.ly/region6pd>