A photograph of a classroom scene where a teacher is leaning over a desk, assisting a student. Other students are visible in the background, some working at computers. The image is dimmed to allow the text to be prominent.

# North Carolina Educator Evaluation

A process for professional growth

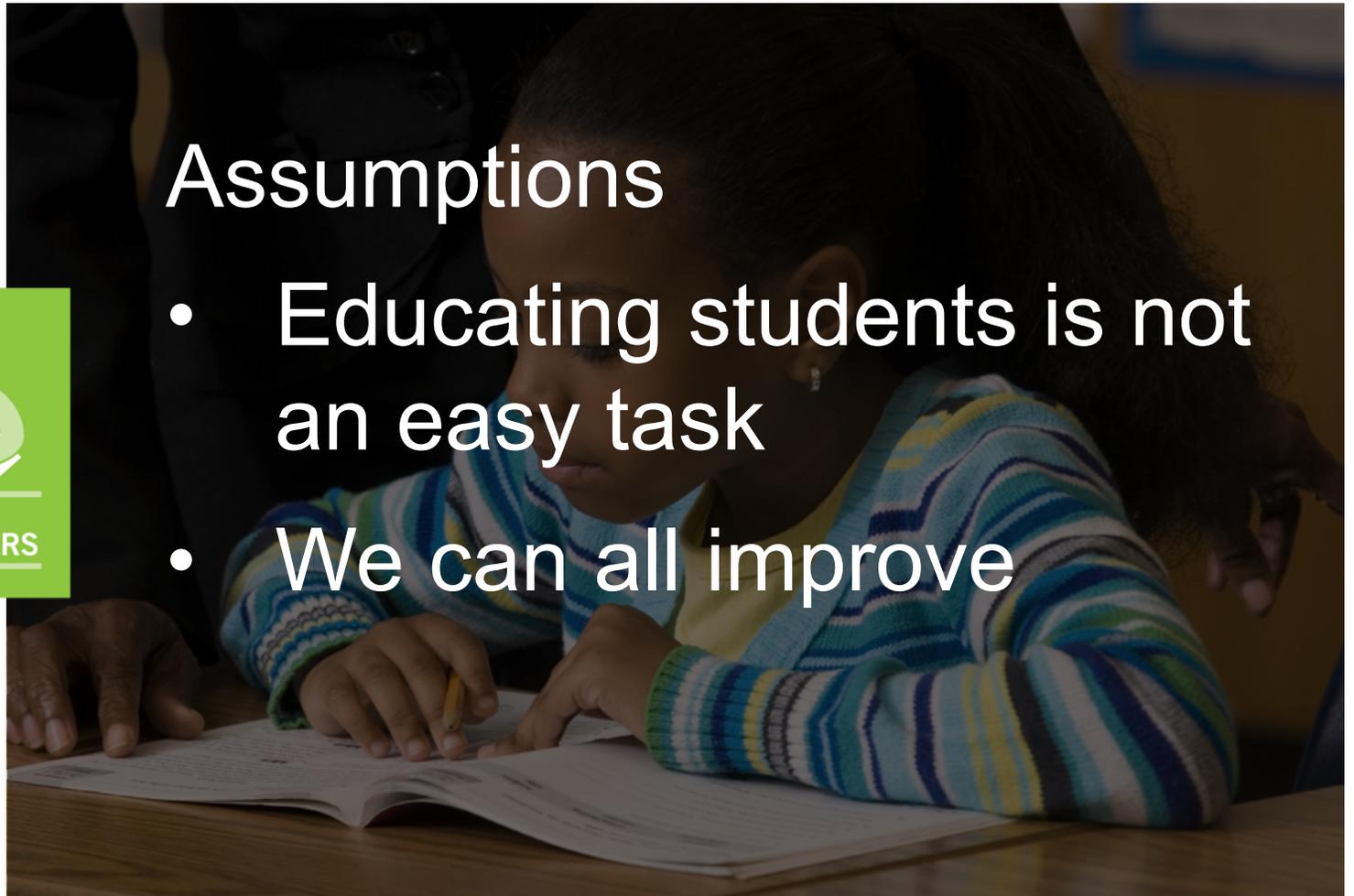


North Carolina Educator Evaluation Process

# Why the Evaluation Process?

## Assumptions

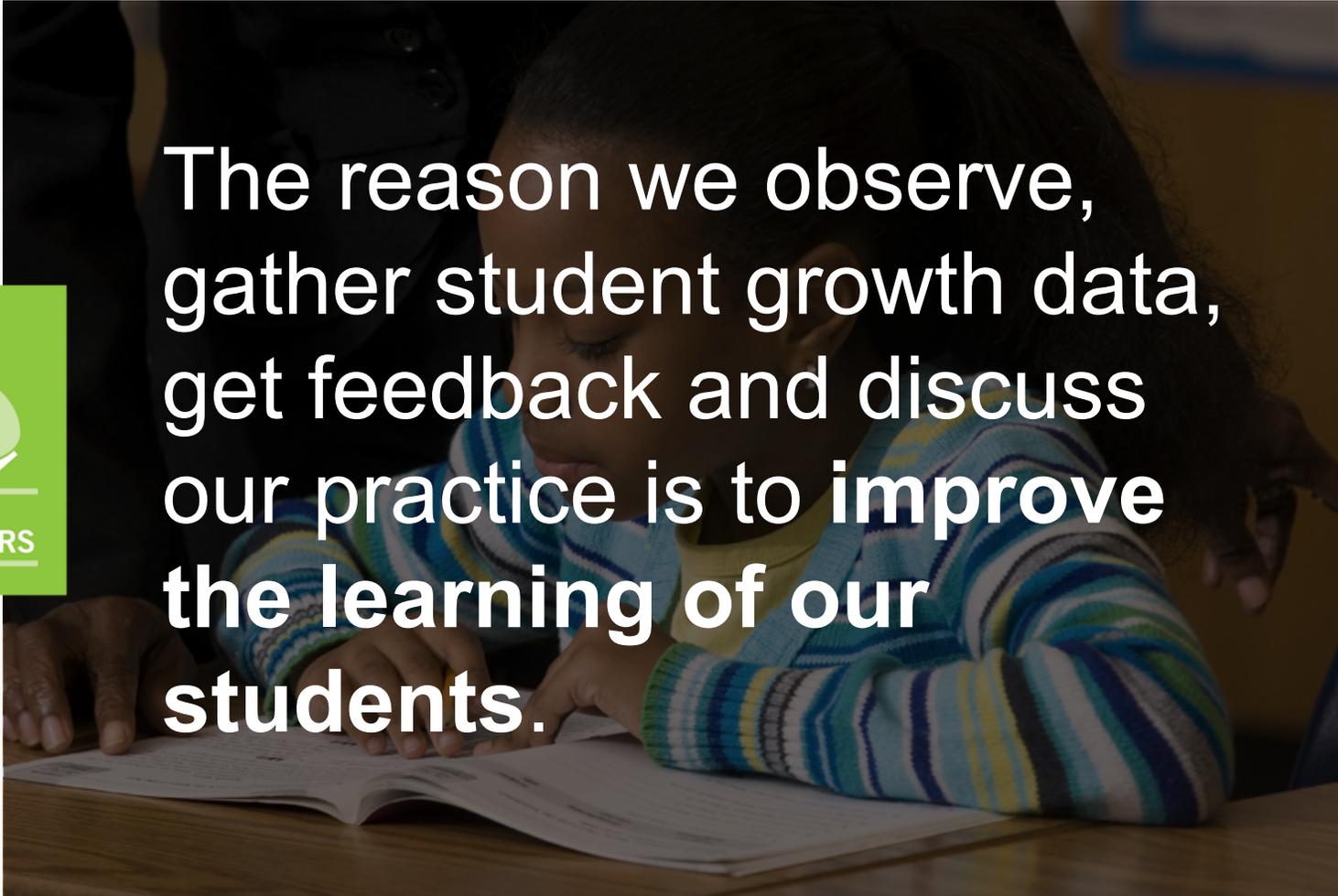
- Educating students is not an easy task
- We can all improve





North Carolina Educator Evaluation Process

# Why the Evaluation Process?



The reason we observe, gather student growth data, get feedback and discuss our practice is to **improve the learning of our students.**



# Teachers

We have a total of 6 standards in our teacher evaluation system. **All standards, 1-6, are of equal value.** Our goal is to use this system to:

- Identify our strongest teachers and explore their methodologies, and
- Support teachers who need to increase their effectiveness





# Principals and APs

We now have a total of 8 standards in our principal and assistant principal evaluation system. **All standards, 1-8, are of equal value.** Our goal is use this system to:

- Identify our strongest leaders and explore their methodologies, and
- Support leaders who need to increase their effectiveness





North Carolina Educator Evaluation Process

## Goals for System Implementation

As a result of yearly evaluations, **every** educator will:

- ◆ Identify substantive **strengths** in practice to build upon and share with colleagues
  
- ◆ Identify substantive **areas for improvement** in practice and take steps to grow



## North Carolina Educator Evaluation Process

# Process

### Principals and APs

Step 1	<b>Orientation</b>
Step 2	<b>Pre-Evaluation Meeting</b>
Step 3	<b>Initial Meeting</b>
Step 4	<b>Data Collection</b>
Step 5	<b>Mid-Year Conference</b>
Step 6	<b>Consolidated Performance Assessment</b>
Step 7	<b>Summary Evaluation Conference</b>

### Teachers

Step 1	<b>Training</b>
Step 2	<b>Orientation</b>
Step 3	<b>Teacher Self-Assessment</b>
Step 4	<b>Pre-Observation Conference</b>
Step 5	<b>Observations</b>
Step 6	<b>Post-Observation Conference</b>
Step 7	<b>Summary Eval Conference and Summary Rating Form</b>
Step 8	<b>Professional Development Plan</b>



# Process

The new evaluation process requires **bravery** and the ability to have challenging conversations about practice.

## Bravery

- ◆ to believe there are always ways to improve
- ◆ to invite critical feedback
- ◆ to give critical feedback



## Table Talk

### Principals:

- How is the new evaluation process supporting effectiveness among your teachers?
- What is challenging about helping teachers grow through this process?

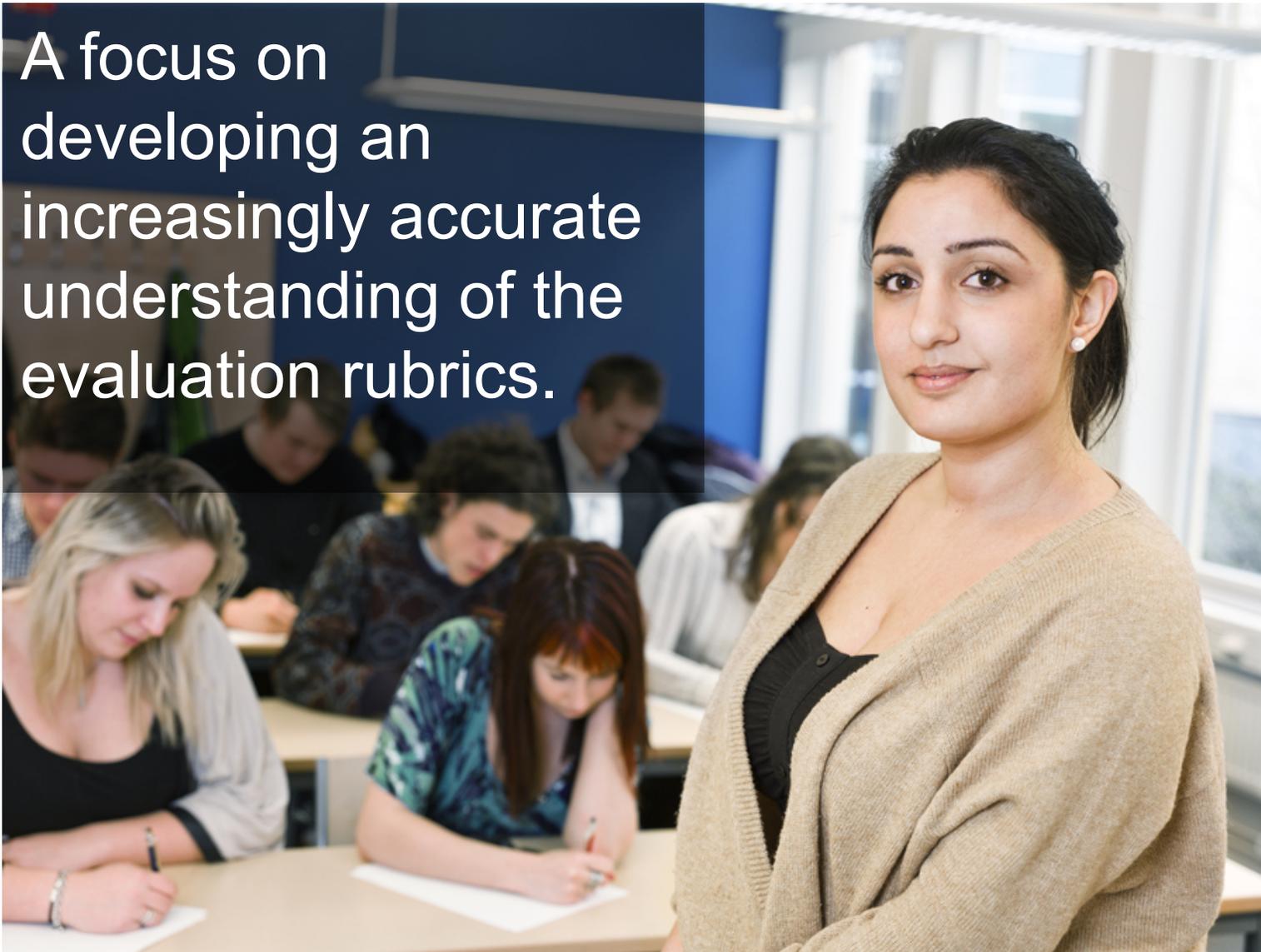
### Teachers:

- How is the new evaluation process supporting effectiveness in your work?
- What is challenging about the new process?



# North Carolina Educator Evaluation Process Process

A focus on developing an increasingly accurate understanding of the evaluation rubrics.

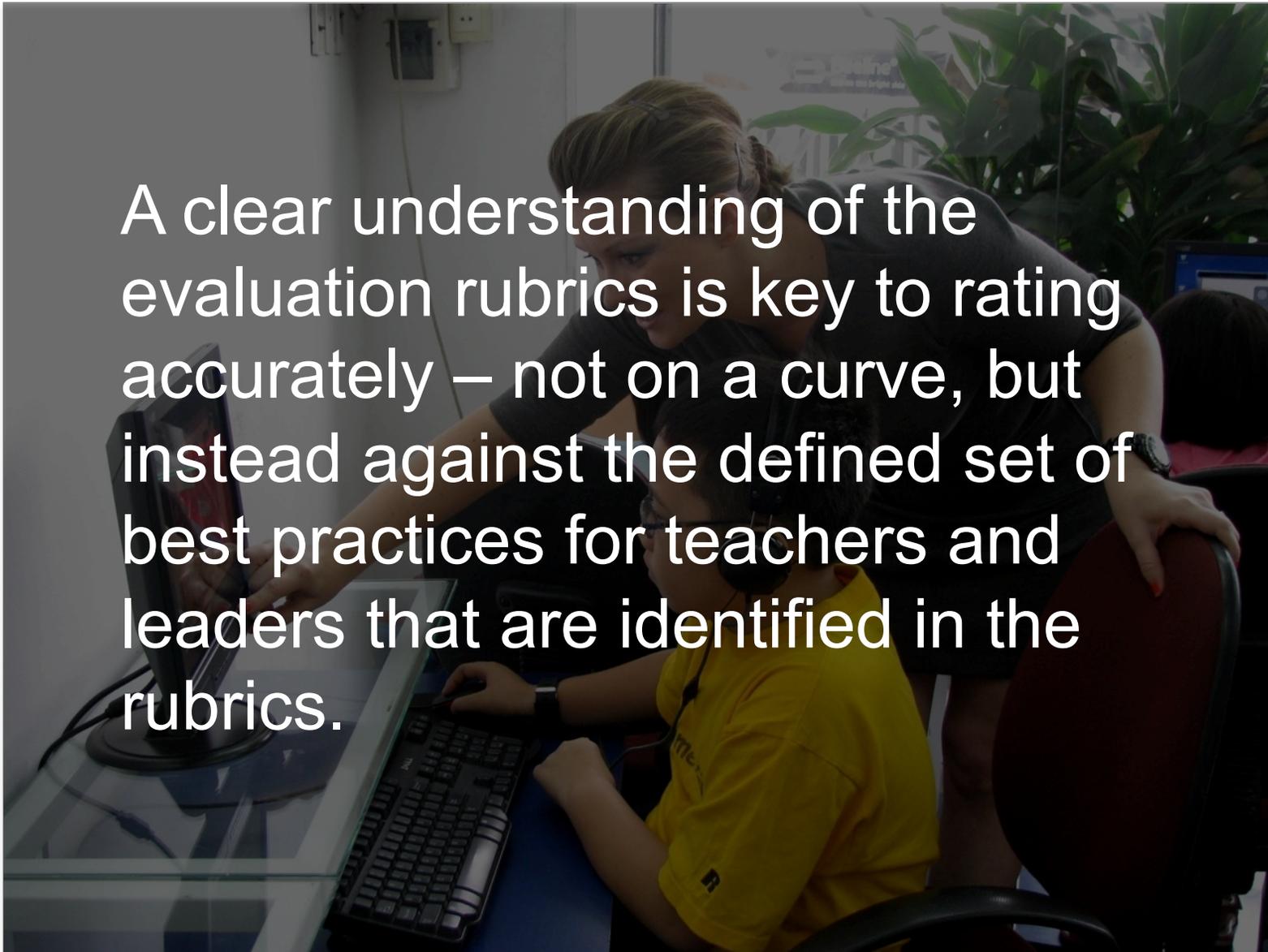




North Carolina Educator Evaluation Process

## Process

A clear understanding of the evaluation rubrics is key to rating accurately – not on a curve, but instead against the defined set of best practices for teachers and leaders that are identified in the rubrics.



Using the NCEES rubrics requires the same kind of careful reading for **evidence** that the Common Core requires of students.

For instance:



### Element IIIb

Teachers know the content appropriate to their teaching specialty.

Proficient	Accomplished
<p><input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p><input type="checkbox"/> Applies knowledge of subject <u>beyond the content</u> in assigned teaching specialty. <u>Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</u></p>



# Ratings Categories



**5 Categories**  
 Not Demonstrated  
 Developing  
 Proficient  
 Accomplished  
 Distinguished

**3 Categories**  
 Exceeded Expected Growth  
 Met Expected Growth  
 Did Not Meet Expected Growth





# Effectiveness Status After 3 Years of Growth

	In Need of Improvement	Effective	Highly Effective
<p><b>Standards 1-5</b></p> <p>1 2 3 4 5</p> <p>Demonstrate Leadership   Establish Environment   Know Content   Facilitate Learning   Reflect on Practice</p>	<p><u>Any</u> Rating Lower than Proficient</p>	<p>Proficient or Higher on Standards 1-5</p>	<p>Accomplished or Higher on Standards 1-5</p>
	And/Or	And	And
<p><b>Standard 6</b></p> <p>3-year average</p> <p>( Year 6 + Year 6 + Year 6 ) / 3</p>	<p>Does Not Meet Expected Growth</p>	<p>Meets or Exceeds Expected Growth</p>	<p>Exceeds Expected Growth</p>



## Standard 6: Key Points

Contribute to  
Academic  
Success

Standard 6 is new and is different, but not more important than the other standards

- **Growth.** It gives the teacher and her evaluator a look at the measured growth of her students.
- **Trends in Growth.** EVAAS helps compare the growth of different classes and groups of students.
- **Limits of Standard 6.** Standard 6 gives you less insight into pedagogy than Standards 1-5. Standards 1-5 suggest next steps.
  - **Think:** revise formative assessment practices, track progress more accurately, improve questioning strategies, research best practices on literacy, etc.



## Standard 6: Reminders

Contribute to  
Academic  
Success

- **Status**

Standard 6 is used to determine effectiveness status only when a teacher has 3 years worth of growth data

- Conservative use of growth data; certainty of growth estimate improves over time
- No teacher effectiveness status until 2014-15, at the earliest

- **1-5 are High Stakes**

Evaluators will continue to place teachers on monitored or directed growth plans when they receive a Developing on any of the first 5 standards



North Carolina Educator Evaluation Process

## Standard 6



By 2013-14,  
every NC teacher  
will have a measure  
of his or her  
students' growth.



**How?**



## North Carolina Educator Evaluation Process

# Measures used to determine Standard 6

**6** End of Grade or End of Course

**6** Common Exams

**6** Career Technical Education Assessment

**6** K-3 Assessments

**6** Analysis of Student Work

Contribute  
to  
**6**  
Academic  
Success



## North Carolina Educator Evaluation Process

# Measures used to determine Standard 6

6 End of Grade or End of Course

6 Common Exams

6 Career Technical Education Assessment

# EVAAS

to measure growth

*Note: 44 CTE Assessments can use EVAAS*

Contribute  
to  
Academic  
Success

6 K-3 Assessments

6 Analysis of Student Work



## North Carolina Educator Evaluation Process

# Measures used to determine Standard 6

6 End of Grade or End of Course

6 Common Exams

Contribute  
to  
6  
Academic  
Success

6 Career Technical Education Assessment

*Note: 79 CTE  
assessments will  
use Pre-Post*

6 K-3 Assessments

**PRE-POST**  
to measure growth

6 Analysis of Student Work



## North Carolina Educator Evaluation Process

# Measures used to determine Standard 6

**6** End of Grade or End of Course

**6** Common Exams

**6** Career Technical Education Assessment

**6** K-3 Assessments

**6** Analysis of Student Work

**EVALUATOR  
REVIEW**  
to measure growth

Contribute  
to  
**6**  
Academic  
Success



# Status High-Level Time Line

2012-13	2013-14	2014-15	2015-16
End of Grade or End of Course 2012-13 is Year One		1 <sup>st</sup> Status	
Common Exams 2012-13 is Year One		1 <sup>st</sup> Status	
Career Technical Education Assessment 2012-13 is Year One		1 <sup>st</sup> Status	
K-3 Assessments 2013-14 is Year One			1 <sup>st</sup> Status
Analysis of Student Work 2013-14 is Year One			1 <sup>st</sup> Status



## Process

### NCDPI support for the Evaluation Process and Rubrics

Support	Details
<b>Training</b>	Helping participants accurately use the tools and implement the process Includes “Coaching for Growth,” “Inter-rater Reliability,” “Understanding the Standards,” and differentiated support
<b>Exemplar Videos and Artifacts</b>	Studies of actual teaching with rationales for ratings (coming soon)
<b>NCEES Wiki</b>	<a href="http://ncees.ncdpi.wikispaces.net/NCEES+Wiki">http://ncees.ncdpi.wikispaces.net/NCEES+Wiki</a> Resources
<b>Webinars</b>	<a href="http://ncees.ncdpi.wikispaces.net/Upcoming+Webinars">http://ncees.ncdpi.wikispaces.net/Upcoming+Webinars</a>



# North Carolina Educator Evaluation Process

## Process

### NCDPI support of Standard 6

Support	Details
<b>Website</b>	<a href="http://www.ncpublicschools.org/educatoreffect/">http://www.ncpublicschools.org/educatoreffect/</a> Guides, trainings and info on Standard 6
<b>EVAAS</b>	<a href="https://evaas.sas.com/">https://evaas.sas.com/</a> Virtual professional development; scheduling PD; help files
<b>Regional PD Leads</b>	Training throughout the year on the evaluation system including EVAAS
<b>Webinars and Trainings</b>	Ongoing Webinars (see <a href="#">website</a> ) and in-person RESA trainings