



NORTH CAROLINA  
**Educator Effectiveness Update**

Statewide Meeting for Local Planning Teams • September 2012



# Materials for Today

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<http://thismeeting.wikispaces.com>

Materials will be posted to NC Public Schools website in next five days

# Overview for Today



<b>10:00 – 10:30</b>	<b>Context</b>
<b>10:30 – 11:15</b>	<b>Educator Effectiveness Policies</b>
<b>11:15 – 11:30</b>	<b>Data Quality</b>
<b>11:30 – 12:00</b>	<b>EVAAS Roster Verification</b>
<i>12:00 – 1:00 Lunch</i>	
<b>1:00 – 2:00</b>	<b>Common Exams</b>
<b>2:00 – 2:30</b>	<b>Local Planning Template</b>
<b>2:30 – 3:00</b>	<b>ASIS Updates</b>
<b>3:00 – 4:00</b>	<b>Local Planning Time</b>

# Setting the Context



# Getting Students READY



The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**





## PROJECT MAP



**New Standard  
Course of Study**

●  
**Balanced Assessment System**

●  
**New Accountability  
Model**

**Strong Leaders**

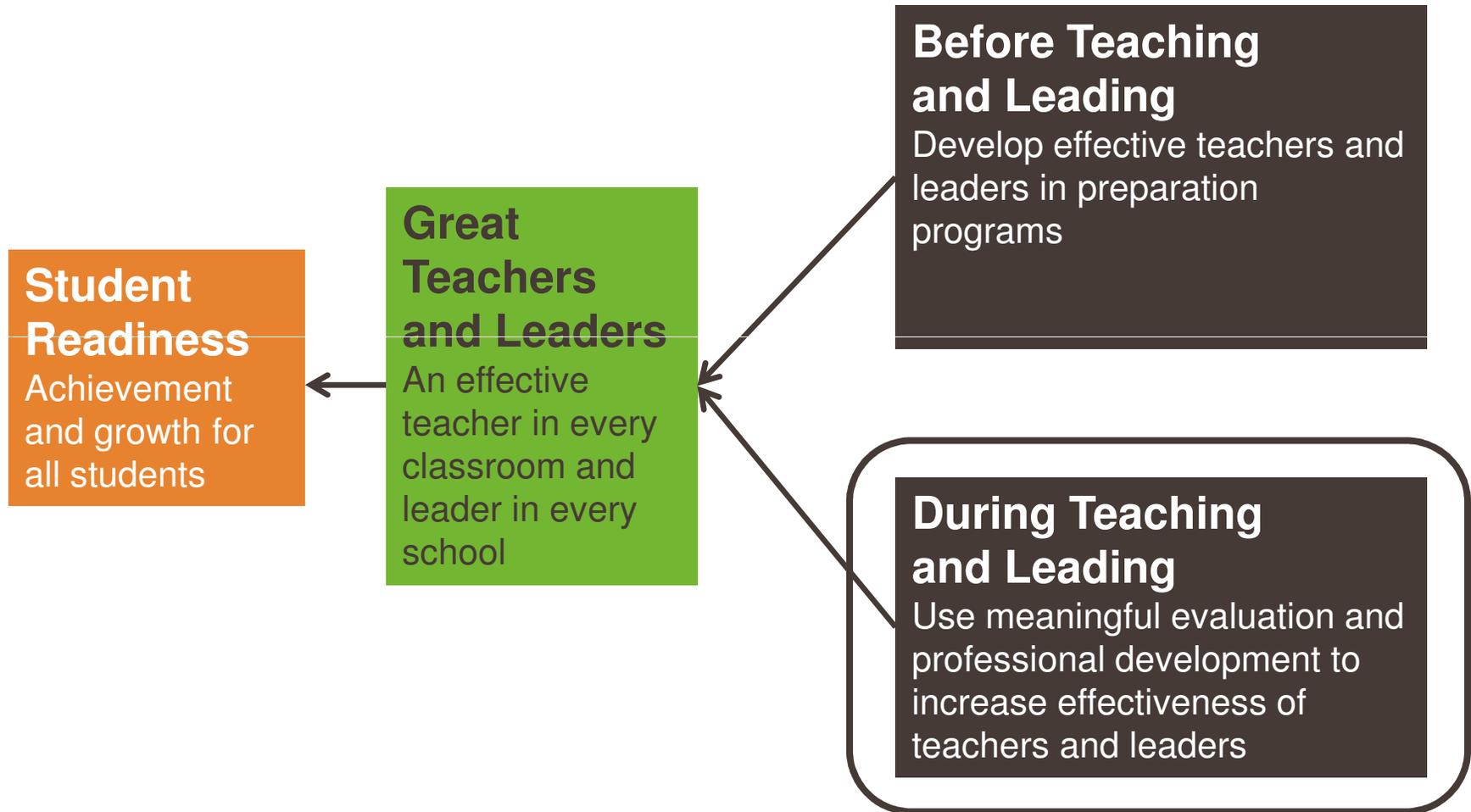
**A Fair Evaluation System**

**Tools and Training to  
Improve Practice**

**Improved Supply of Teachers**

**Support in Low-Achieving  
LEAs and Schools**

# What is our goal?



# Why educator effectiveness?



NC is implementing a new curriculum, new assessments, new technology tools to improve instruction, new ways of engaging students, and the list goes on...

So why is the State focusing on educator effectiveness in the face of so many other changes?

Because all our efforts in other areas depend on an effective teacher in every classroom and an effective leader in every school building.

# Why educator effectiveness?



The work around educator effectiveness, including the Measures of Student Learning, is grounded in the belief that:

Every student in North Carolina deserves an effective teacher in all courses and grades.

Our students need to learn all of the standards in the North Carolina Standard Course of Study in order to be READY for their futures.

# Why educator effectiveness?



In order to increase their effectiveness, teachers need access to high-quality data.

Every teacher in North Carolina deserves feedback on the growth of their students.

It's not about firing our way to a better teaching force. It's about creating a system that:

- Identifies the strongest teachers so that we can all learn from them, and
- Identifies those teachers who need additional support and targets that support to their needs

# Educator Effectiveness Policies



# How do we get there?

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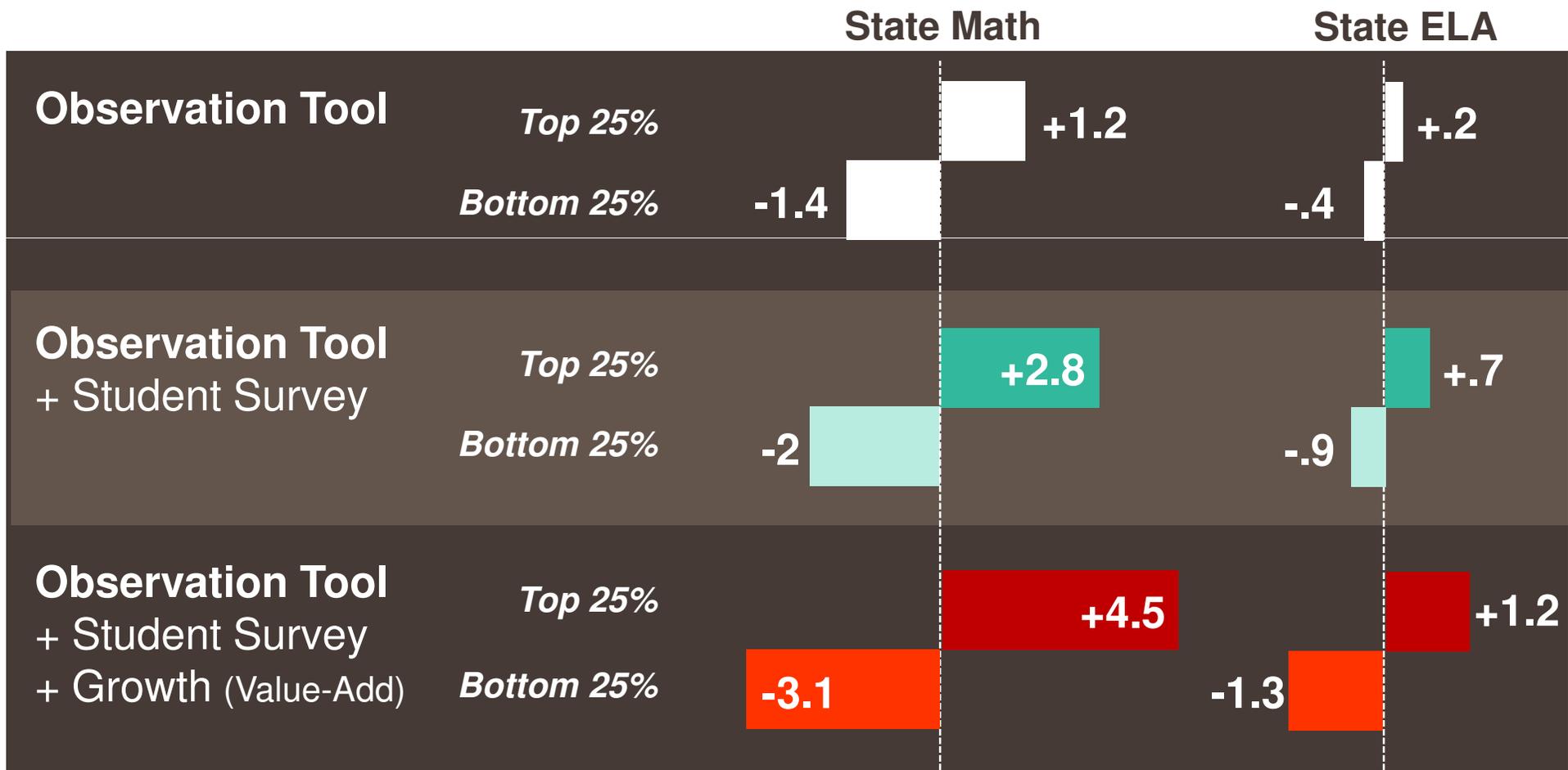


**Big Question:**  
What is the best  
approach to  
Educator Evaluation  
and how do we get  
NC there?

# Observation + Other Measures



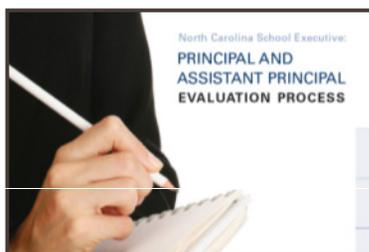
## Months of Learning Gained or Lost



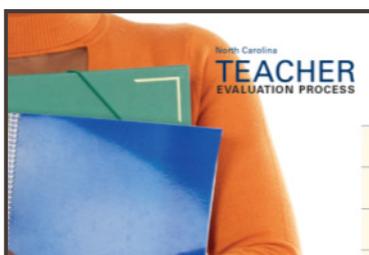
# What We Have



## Evaluation Tools



Standards 1-7



Standards 1-5

## Some Assessments to Measure Growth

End of Grade  
End of Course  
VoCATs

Standard 8

End of Grade  
End of Course  
VoCATs

Standard 6

From the MET...

- Observation Tools
- Assessments to Measure Growth
- Student Survey

|  
**Exploring**  
*Piloted in 47 LEAs in  
2011-12*

# Observation + Other Measures

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- **Standard 6 and 8**

**We need a state-adopted growth model and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-tested, we need ways to measure growth**

# Standards 6 & 8 – The Basics



## Teachers

<b>1</b> Demonstrate Leadership	<b>2</b> Establish Environment	<b>3</b> Know Content	<b>4</b> Facilitate Learning	<b>5</b> Reflect on Practice	<b>6</b> Contribute to Academic Success
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## Principals (and other Administrators)

<b>1</b> Strategic Leadership	<b>2</b> Instructional Leadership	<b>3</b> Cultural Leadership	<b>4</b> Human Resource Leadership	<b>5</b> Managerial Leadership	<b>6</b> External Development Leadership	<b>7</b> Micro-political Leadership	<b>8</b> Academic Achievement Leadership
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# Growth Model

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## Teachers



Standard 6 and 8  
are measures of

# Growth

## Principals



# Growth Model

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## Teachers



We will use

## Educator Value-Added Assessment System **EVAAS**

## Principals



for standards 6 & 8 when possible

# Growth Model



## Teachers



### How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

## Principals



### How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.  
*Every student must grow based on where they start.*

# Ratings

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## Teachers



## Principals



**How will the ratings on  
Standards 6 & 8 work?**

# Principal Rating Categories



## Principals



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected 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

# Ratings



## Teachers



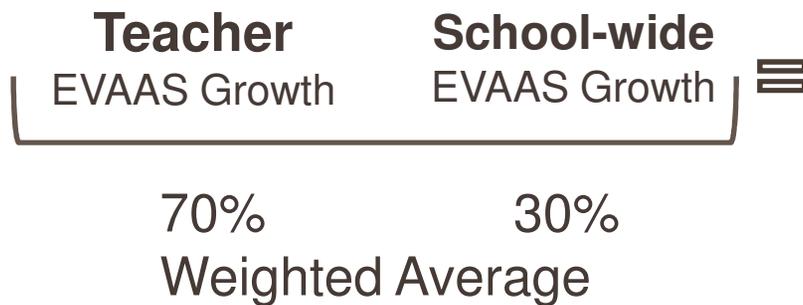
5 Rating Categories

3 Ratings Categories

## Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

# Teacher Ratings in 2011-12



## Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

# 6

## Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

**Note:** *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

# Teacher Ratings in 2011-12



## Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

# 6

Teacher-level EVAAS reports available at end of September 11 (estimated)

Teacher sixth standard ratings available at end of September

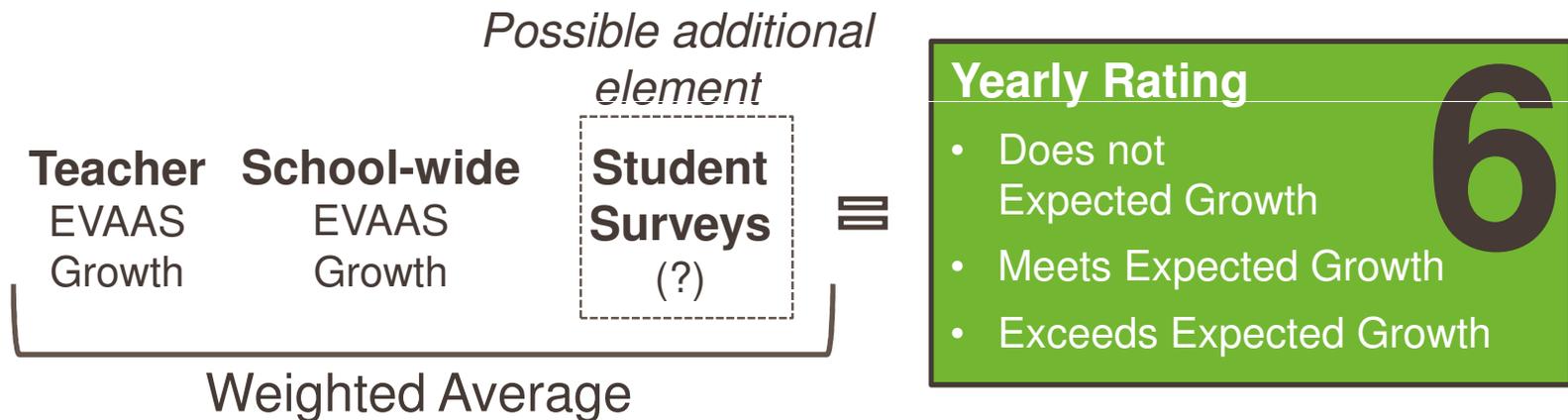
Sixth standard ratings available in two locations:

1. Rating only will be back-populated into the McREL tool and available to see on the 2011 – 2012 summary rating forms
2. Rating and component data available in EVAAS

# Teacher Ratings in 2012-13



2012 – 2013 is the first year of data for all teachers and school administrators who have their own data



# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide**  
EVAAS  
Growth

=

## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



**Teachers**



**Principals**



## Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference  
between Ratings and  
Status?**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



## Ratings

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

## Status

- A single overall status that is determined once a principal or 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 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



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

# 3-Year Rolling Average



Rating from 2012 - 2013      Rating from 2013 - 2014      Rating from 2014 - 2015

Standard <b>6</b>	Standard <b>6</b>	Standard <b>6</b>
<b>1.9</b> Met Expected Growth	<b>-2.5</b> Did not meet Expected Growth	<b>1.2</b> Met Expected Growth

$$\frac{1.9 + -2.5 + 1.2}{3} = .2$$

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

**Note:** A similar methodology applies to principals as well.

**Note:** The values above represent values from the MRM model in EVAAS.

# Three Years of Data

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Any three years of data attributable to a teacher or principal will be combined and used:

- Any grades
- Any subjects
- Any schools
- Any districts

The three years of data do not start until they are specific to that teacher and his or her students

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a three-year average rating for Standard 6 or 8, how is **status** determined?

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
<p><b>Standards 1-5</b> In the year</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px;">1 Demonstrate Leadership</div> <div style="border: 1px solid black; padding: 2px;">2 Establish Environment</div> <div style="border: 1px solid black; padding: 2px;">3 Know Content</div> <div style="border: 1px solid black; padding: 2px;">4 Facilitate Learning</div> <div style="border: 1px solid black; padding: 2px;">5 Reflect on Practice</div> </div>		<p><i>Any rating lower than proficient</i></p>	<p><i>Proficient or Higher on Standards 1-5</i></p>	<p><i>Accomplished or Higher on Standards 1-5</i></p>
		<b>And/Or</b>	<b>And</b>	<b>And</b>
<p><b>Standard 6</b> Three-year rolling average</p> <p><math>(\text{2 years ago} + \text{1 year ago} + \text{This year}) / 3</math></p>		<p><i>Does Not Meet Expected Growth</i></p>	<p><i>Meets or Exceeds Expected Growth</i></p>	<p><i>Exceeds Expected Growth</i></p>

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
<h2>Standards 1-7</h2> <p>In the year</p> <div style="display: flex; justify-content: space-between; font-size: small;"> <div style="width: 15%;">1 Strategic Leadership</div> <div style="width: 15%;">2 Instructional Leadership</div> <div style="width: 15%;">3 Cultural Leadership</div> <div style="width: 15%;">4 Human Resource Leadership</div> <div style="width: 15%;">5 Managerial Leadership</div> <div style="width: 15%;">6 External Development Leadership</div> <div style="width: 15%;">7 Micro-political Leadership</div> </div>		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-7</i>	<i>Accomplished or Higher on Standards 1-7</i>
		<b>And/Or</b>	<b>And</b>	<b>And</b>
<h2>Standard 8</h2> <p>Three-year rolling average</p> $\left( \begin{matrix} 2 \text{ years} \\ \text{ago} \end{matrix} + \begin{matrix} 1 \text{ year} \\ \text{ago} \end{matrix} + \begin{matrix} \text{This} \\ \text{year} \end{matrix} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

**Report:** School Value Added      **Test:** End of Course  
**School:** Turrentine Middle      **Subject:** Algebra I  
**District:** Alamance-Burlington Schools  
**Year:** 2011

Standard	Status				
<b>Standard One:</b> Teachers demonstrate leadership.	Not Demonstrated	Developing	Proficient	Accomplished	<b>Distinguished</b>
<b>Standard Two:</b> Teachers establish a respectful environment.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>Standard Three:</b> Teachers know the content they teach.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>Standard Four:</b> Teachers facilitate learning for their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>Standard Five:</b> Teachers reflect on their practice.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>Standard Six:</b> Teachers contribute to the academic success of their students More Details	<b>Does Not Meet Expected Growth</b>		Meets Expected Growth	Exceeds Expected Growth	
<b>Overall Status</b>	<b>Needs Improvement</b>		Effective	Highly Effective	
Determined by lowest standard score  Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.					

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<b>Standard Six:</b> Teachers contribute to the academic success of their students <a href="#">More Details</a>	Does Not Meet Expected Growth		<b>Meets Expected Growth</b>		Exceeds Expected Growth
<b>Overall Status</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <span>Needs Improvement</span> <span><b>Effective</b></span> <span>Highly Effective</span> </div> <p style="text-align: center; font-size: small;">Determined by lowest standard score</p> <p style="font-size: x-small;">Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.</p>				

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<b>Standard Six:</b> Teachers contribute to the academic success of their students <a href="#">More Details</a>	Does Not Meet Expected Growth		Meets Expected Growth	Exceeds Expected Growth	
<b>Overall Status</b>	Needs Improvement		Effective	Highly Effective	
Determined by lowest standard score					
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<b>Standard Six:</b> Teachers contribute to the academic success of their students.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
<b>More Details</b>					
<b>Year One (2009-2010)</b>					
Individual Student Growth: -1.8	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
School-wide Student Growth: .1					
Year One Growth: 1.23					
<b>Year Two (2010-2011)</b>					
Individual Student Growth: 1.2	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
School-wide Student Growth: .9					
Year One Growth: 1.11					
<b>Year One (2011-2012)</b>					
Individual Student Growth: .7	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
School-wide Student Growth: .9					
Year One Growth: .76					
<b>Three Year Rolling Average: .21</b>	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth		
<b>Overall Status</b>	Needs Improvement	Effective	Effective		
Determined by lowest standard score					
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# Detail on the Sixth Standard Rating

# Data Quality



# Data Quality Reminders

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## Online NC Educator Evaluation System:

- Only actual teachers and principals should be entered into the online NC Educator Evaluation System
- All teachers and principals should have a Unique ID entered in the online NC Educator Evaluation System

# Data Quality Reminders

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## Exception Children and Their Teachers:

- An HQ teacher must instruct EC students in the classroom, not only in NCWISE
- Co-teachers are responsible for the instruction of all students; enter in NCWISE as “teacher 1” and “teacher 2”

# Data Quality Reminders



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## NCWISE:

- For grades 3 – 5, schedule students separately for ELA, Math, Social Studies and Science
- Assign final marks for students in grades 3 – 12
- Use appropriate course codes
- If possible, record teacher email addresses in NCWISE

# Data Quality Reminders

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Additional guidance coming soon for NCWISE coordinators

# Measures of Student Learning/Common Exams



# Measures of Student Learning

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## Measures of Student Learning/Common Exams

are being designed for non-tested subjects for district use to populated Standard 6

# Focusing on the “Why”



## So why have statewide Measures of Student Learning/Common Exams?

1. North Carolina has a statewide evaluation system to ensure that every teacher receives a fair and consistent evaluation, regardless of his or her employing LEA
2. Teachers in all content areas should receive a Standard Six rating based on the growth of their own students on their content-specific standards
3. Most LEAs do not have the capacity to design their own assessments for all non state-tested grades and subjects

# LEA-NCDPI Partnership



Prior to submitting a Race to the Top application, LEA superintendents and the NCDPI came to an agreement on how to measure student growth for the grades and subjects not assessed with state exams:

Step	Description	Owner
One	Design statewide assessments	NCDPI (with teacher input)
Two	Administer new assessments	LEAs/Charter Schools
Three	Determine growth with data from new assessments	NCDPI

# In a Typical LEA...



Human Resources  
Director



- Trains all staff on the evaluation process, including Standard Six
- Explains the purpose of the MSLs
- Ensures data quality throughout system

Testing  
Coordinator



- Retrieves the MSLs from the secure shell
- Manages administration
- Scans answer sheets through Winscan

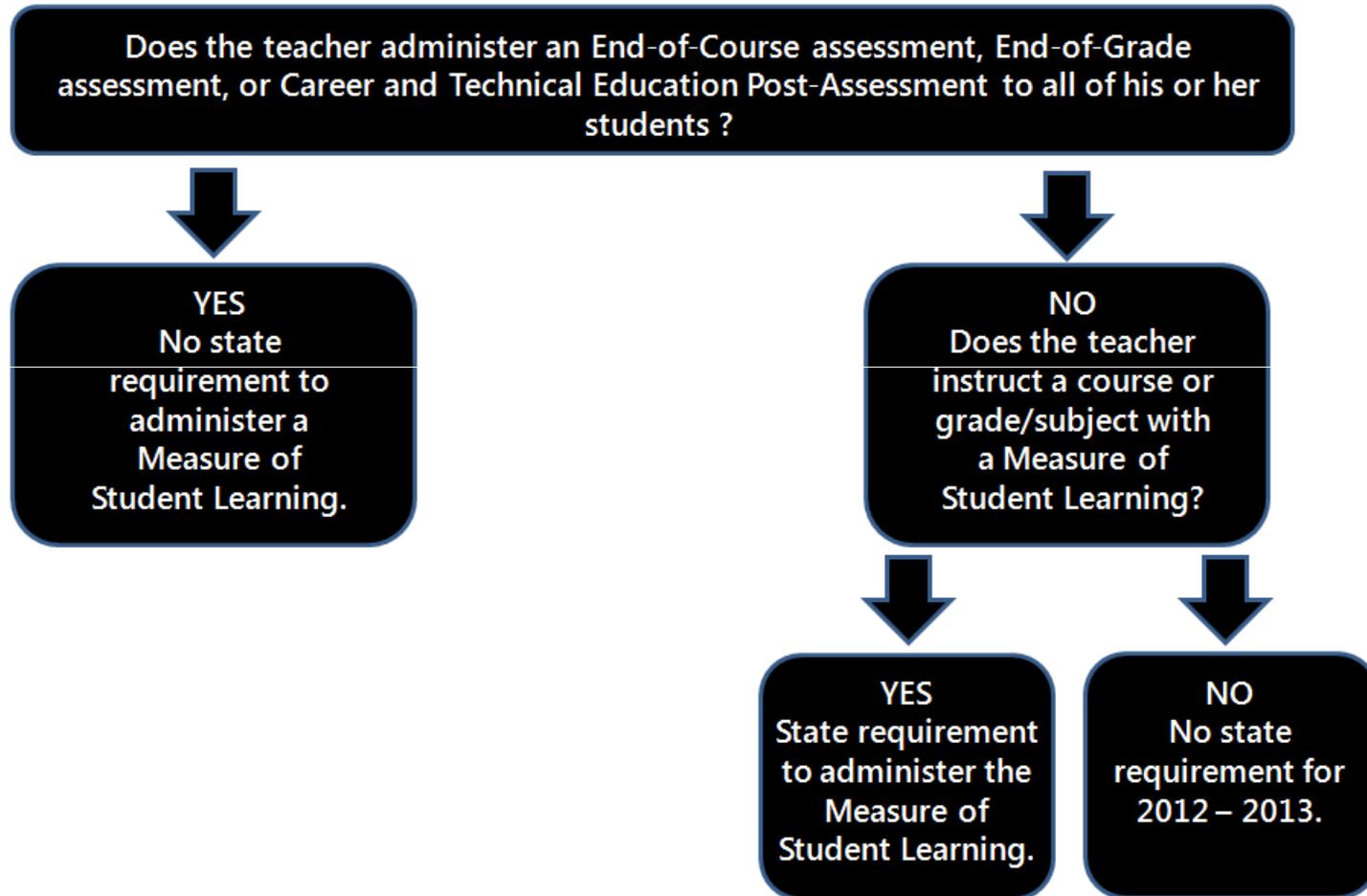
# Using Student Growth Guide

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- Provides information on what assessments must be administered, how growth will be calculated with assessment results, and how teacher growth values will be determined
- Divided into content/grade-specific sections

# Decision Tree for Administration



# Implementation Guide

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- FINAL version for the Fall 2012 – 2013 administration
- Balances between LEA flexibility in implementation and the need to collect secure data to send to EVAAS
- Will be revised after any Fall 2012 administrations prior to launch of Spring 2013 administration
- Outlines decisions that LEAs need to make about implementation of the MSLS

# Implementation Options

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- Administration of the high school MSLS in the fall is optional
- If a district chooses to administer, all MSLS must be administered
- If a district chooses to administer, results will be used to determine the sixth standard rating.

# Implementation Guide

## Part I - Context



- Provides a summary of the educator evaluation system
- Outlines the purpose of the MSLs
- Inclusion in the guide does not imply that testing coordinators are responsible for training on the evaluation system or Standard 6
- Acknowledges that teachers are also an audience for the guide and need to understand how the MSLs connect with educator effectiveness
- Separate guide on how assessment data are used to measure growth is available

# Implementation Guide

## Part II - Timelines



- Timeline of administration for the MSLs
- Fall 2012 – 2013 administration is OPTIONAL
  - Superintendents must notify Dr. Garland by October 1 if district will be administering this fall
- Testing window
  - Up to LEA discretion
  - Data from Fall 2012 administration due February 1, 2013
  - Data from Spring 2013 administration due June 28, 2013
- No retesting (unless misadministration declared)
- Administration should not extend testing window
  - MSLs designed to be administered during normal class period or during exam week

# Implementation Guide

## Part II – Length and Population

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- Length of the High School 2012 MSLS
  - 90 minutes
  - MSLS broken into two 45-minute sections to allow for administration in non-block schedules
- Testing population
  - All 4 – 12 students (with or without classroom accommodations)
  - LEP students who meet eligibility criteria
  - Not required for students being instructed on the Extended Content Standards
  - No alternative assessments for EXTEND 2 population; districts not required to create their own assessments

# Implementation Guide

## Part II – Online Administration



- Online administration
  - LEAs may administer through existing online assessment programs as long as:
    - The items are uploaded through a method that preserves the integrity of any images
    - The program can export data in the required form (required file format will be released soon)
    - Plans are in place for security of the MSLs
    - The NCDPI cannot support online administration

*Note: The same form of the MSL will be used in Fall 2012 and Spring 2013. That form will then be released, and a new form will be available for use in 2013 – 2014*

# Implementation Guide

## Part II – Paper Administration



- Paper and pencil administration
  - NCDPI will provide PDF files of all MSLs (~November 8)
    - One PDF for regular administration
    - One PDF that includes the common large-print and one item per page modifications
  - LEAs are responsible for printing
    - Elimination of school-level expenses for printing and Scantron sheets for teacher-designed final exams
  - Answer sheets available for purchase from vendor with whom the NCDPI will establish a sole-source relationship
  - NCDPI will approve Race to the Top Detailed Scope of Work amendments that move funds to pay for administration of the MSLs

# Implementation Guide

## Part II – Materials Needed



- Materials for administration
  - *MSL Implementation Guide* (electronic or paper version)
  - MSL Test Books
  - MSL Answer Sheets
  - Blank paper
  - Number 2 pencils
  - Calculators for some science and math MSLs (students may use their own as long as they are cleared by a teacher prior to testing)
  - Timing device

# Implementation Guide

## Part II – Handling of Materials



- Ensure that access to the MSLs is limited by storing in locked location
- Take steps to prohibit reproduction of any part of the MSLs
  - Distribute only immediately before administration
  - Testing Code of Ethics applies
- Collect all materials and destroy any test books that students have written in
- Store clean test books and unused answer sheets from Fall 2012 to use in Spring 2013 (if administered during fall semester)

# Implementation Guide

## Part II – Secure Environment



- The NCDPI strongly recommends one of the following policies regarding test administrators and proctors:
  - If the test administrator is the teacher of record for the grade or course, a proctor should be present during the MSL administration
  - Another teacher (not the teacher of record) serve as the test administrator
  - Other methods as determined by LEAs; principals ultimately responsible for security
- LEAs are not required to use one of the above policies, but should consider security in an environment where student test results play a role in the teacher's evaluation

# Implementation Guide

## Part II – Irregularities



- LEAs should determine what constitutes an irregularity or misadministration
- MSL testing irregularities should be investigated and handled at the local level; do not enter into OTISS
- When a misadministration is declared, the MSL should be administered again after no fewer than five days from the original administration date

# Implementation Guide

## Part II – Teacher Scoring



- Many of the MSLs include one or more performance-based tasks
- The NCDPI strongly recommends one of the following policies regarding scoring of these items:
  - Two teachers with the appropriate content knowledge review and grade the performance-based items (one may be the teacher of record)
  - One teacher with the appropriate content knowledge reviews and grades the performance-based items (should not be the teacher of record)
- Partnerships between neighboring LEAs may be valuable

# Implementation Guide

## Part II – Scoring



- The teacher(s) who scored the MSL performance items bubble(s) in the number of points awarded on the student answer sheet
- Testing staff scores answer sheets in Winscan, which allows for simultaneous capture of points awarded for performance items, scoring of multiple-choice items, and generation of a raw score (percent correct)
- Raw score (percent correct) can be used in student grade as a final exam



Measures of Student Learning

BEGIN TEST HERE

1	⓪⓪⓪⓪	14	⓪⓪⓪⓪	27	⓪⓪⓪⓪	40	⓪⓪⓪⓪	53	⓪⓪⓪⓪
2	⓪⓪⓪⓪	15	⓪⓪⓪⓪	28	⓪⓪⓪⓪	41	⓪⓪⓪⓪	54	⓪⓪⓪⓪
3	⓪⓪⓪⓪	16	⓪⓪⓪⓪	29	⓪⓪⓪⓪	42	⓪⓪⓪⓪	55	⓪⓪⓪⓪
4	⓪⓪⓪⓪	17	⓪⓪⓪⓪	30	⓪⓪⓪⓪	43	⓪⓪⓪⓪	56	⓪⓪⓪⓪
5	⓪⓪⓪⓪	18	⓪⓪⓪⓪	31	⓪⓪⓪⓪	44	⓪⓪⓪⓪	57	⓪⓪⓪⓪
6	⓪⓪⓪⓪	19	⓪⓪⓪⓪	32	⓪⓪⓪⓪	45	⓪⓪⓪⓪	58	⓪⓪⓪⓪
7	⓪⓪⓪⓪	20	⓪⓪⓪⓪	33	⓪⓪⓪⓪	46	⓪⓪⓪⓪	59	⓪⓪⓪⓪
8	⓪⓪⓪⓪	21	⓪⓪⓪⓪	34	⓪⓪⓪⓪	47	⓪⓪⓪⓪	60	⓪⓪⓪⓪
9	⓪⓪⓪⓪	22	⓪⓪⓪⓪	35	⓪⓪⓪⓪	48	⓪⓪⓪⓪		
10	⓪⓪⓪⓪	23	⓪⓪⓪⓪	36	⓪⓪⓪⓪	49	⓪⓪⓪⓪		
11	⓪⓪⓪⓪	24	⓪⓪⓪⓪	37	⓪⓪⓪⓪	50	⓪⓪⓪⓪		
12	⓪⓪⓪⓪	25	⓪⓪⓪⓪	38	⓪⓪⓪⓪	51	⓪⓪⓪⓪		
13	⓪⓪⓪⓪	26	⓪⓪⓪⓪	39	⓪⓪⓪⓪	52	⓪⓪⓪⓪		

1. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	6. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
2. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	7. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
3. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	8. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
4. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	9. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
5. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	10. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪



Stock No.   SIDE 2

Measures of Student Learning

BEGIN TEST HERE

1	⓪⓪⓪⓪	14	⓪⓪⓪⓪	27	⓪⓪⓪⓪	40	ESSAY
2	⓪⓪⓪⓪	15	⓪⓪⓪⓪	28	⓪⓪⓪⓪	41	⓪⓪⓪⓪
3	⓪⓪⓪⓪	16	⓪⓪⓪⓪	29	⓪⓪⓪⓪	42	⓪⓪⓪⓪
4	⓪⓪⓪⓪	17	⓪⓪⓪⓪	30	ESSAY	43	⓪⓪⓪⓪
5	⓪⓪⓪⓪	18	⓪⓪⓪⓪	31	⓪⓪⓪⓪	44	⓪⓪⓪⓪
6	⓪⓪⓪⓪	19	⓪⓪⓪⓪	32	⓪⓪⓪⓪	45	⓪⓪⓪⓪
7	⓪⓪⓪⓪	20	ESSAY	33	⓪⓪⓪⓪	46	⓪⓪⓪⓪
8	⓪⓪⓪⓪	21	⓪⓪⓪⓪	34	⓪⓪⓪⓪	47	⓪⓪⓪⓪
9	⓪⓪⓪⓪	22	⓪⓪⓪⓪	35	⓪⓪⓪⓪	48	⓪⓪⓪⓪
10	ESSAY	23	⓪⓪⓪⓪	36	⓪⓪⓪⓪	49	⓪⓪⓪⓪
11	⓪⓪⓪⓪	24	⓪⓪⓪⓪	37	⓪⓪⓪⓪	50	ESSAY
12	⓪⓪⓪⓪	25	⓪⓪⓪⓪	38	⓪⓪⓪⓪		
13	⓪⓪⓪⓪	26	⓪⓪⓪⓪	39	⓪⓪⓪⓪		

1. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	4. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
2. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	5. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪
3. Teacher 1: ⓪⓪⓪⓪ Teacher 2: ⓪⓪⓪⓪ Teacher 3: ⓪⓪⓪⓪ Teacher 4: ⓪⓪⓪⓪	



Stock No.   SIDE 2

# Implementation Guide

## Part III



- Each LEA should develop an implementation plan for the MSLS
- Plans should include:
  - Training for teachers and school administrators on the MSLS (in conjunction with Human Resources staff)
  - How/if MSLS will be used for student accountability (i.e. as final exam grades)
  - How/if parents and guardians will be notified of the MSLS
  - Testing window

# Implementation Guide

## Part III



- Training for teachers on how to score the performance-based items (NCDPI module released in early Fall 2012)
- Administration mode and security
- Uniform procedures for administration
- Procedures for the distribution, collection, storage, destruction, or recycling of MSL materials
- Roles and responsibilities for LEA and school-level staff members

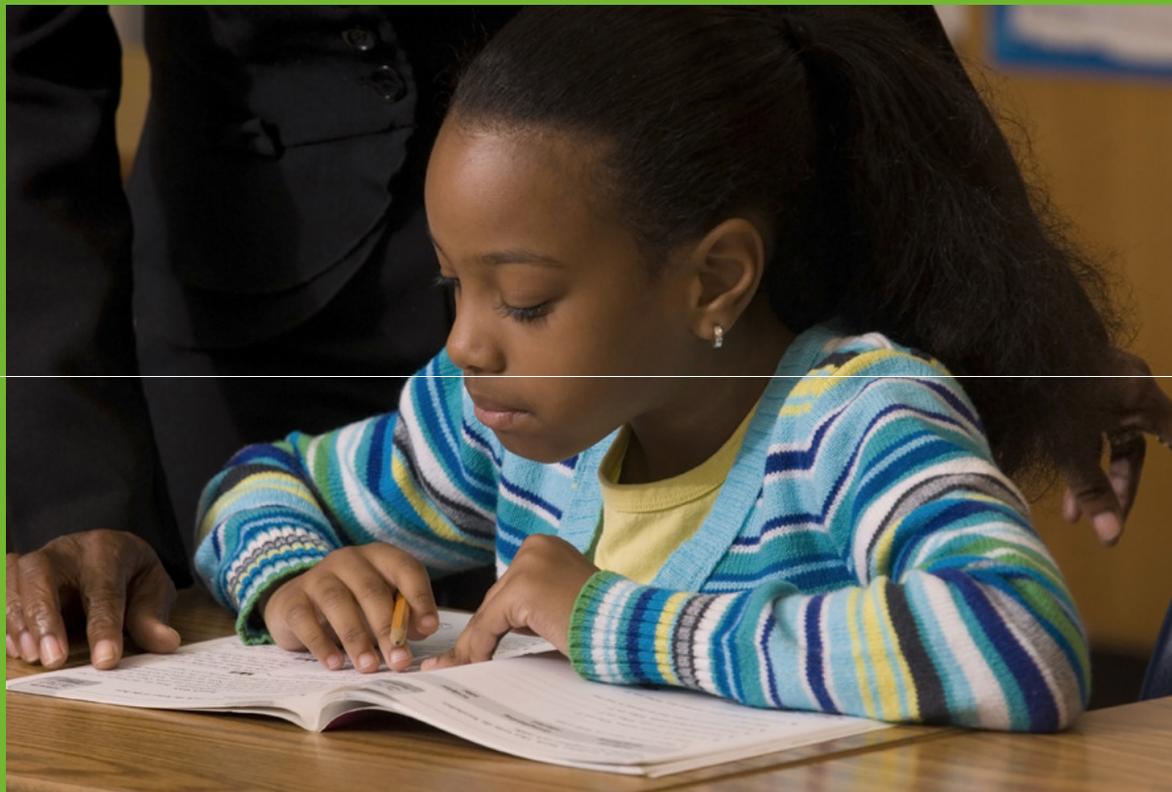
# Implementation Guide

## Part IV



- Sample scripts to use for paper and pencil administration

# Local Planning Template



# Local Planning Templates

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The NCDPI has designed an optional planning template to assist districts and charter schools with the development of educator effectiveness plans

Completion of template is optional: the NCDPI will not request or review

# Contact Information

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# ASIS Update



# Local Planning Time

