



NORTH CAROLINA Educator Effectiveness Update

Webinar for Principals • December 6, 2012
NC Department of Public Instruction





Welcome to the Webinar

- Presenter:
 - Ms. Jennifer Preston, Race to the Top Project Coordinator for Educator Effectiveness, NCDPI
educatoreffectiveness@dpi.nc.gov



Announcements

- The webinar is being recorded and will be posted online
- All participants are muted due to the large size of the audience
- Please type questions in the “Questions Bar”
- Any questions not answered will be addressed in FAQ document

A dark, semi-transparent background image showing a group of people, likely educators, gathered around a table in a meeting or collaborative work environment. They appear to be looking at documents or a screen, with some pointing at it. The image has a fine grid pattern overlay.

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

Teachers

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



Process

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

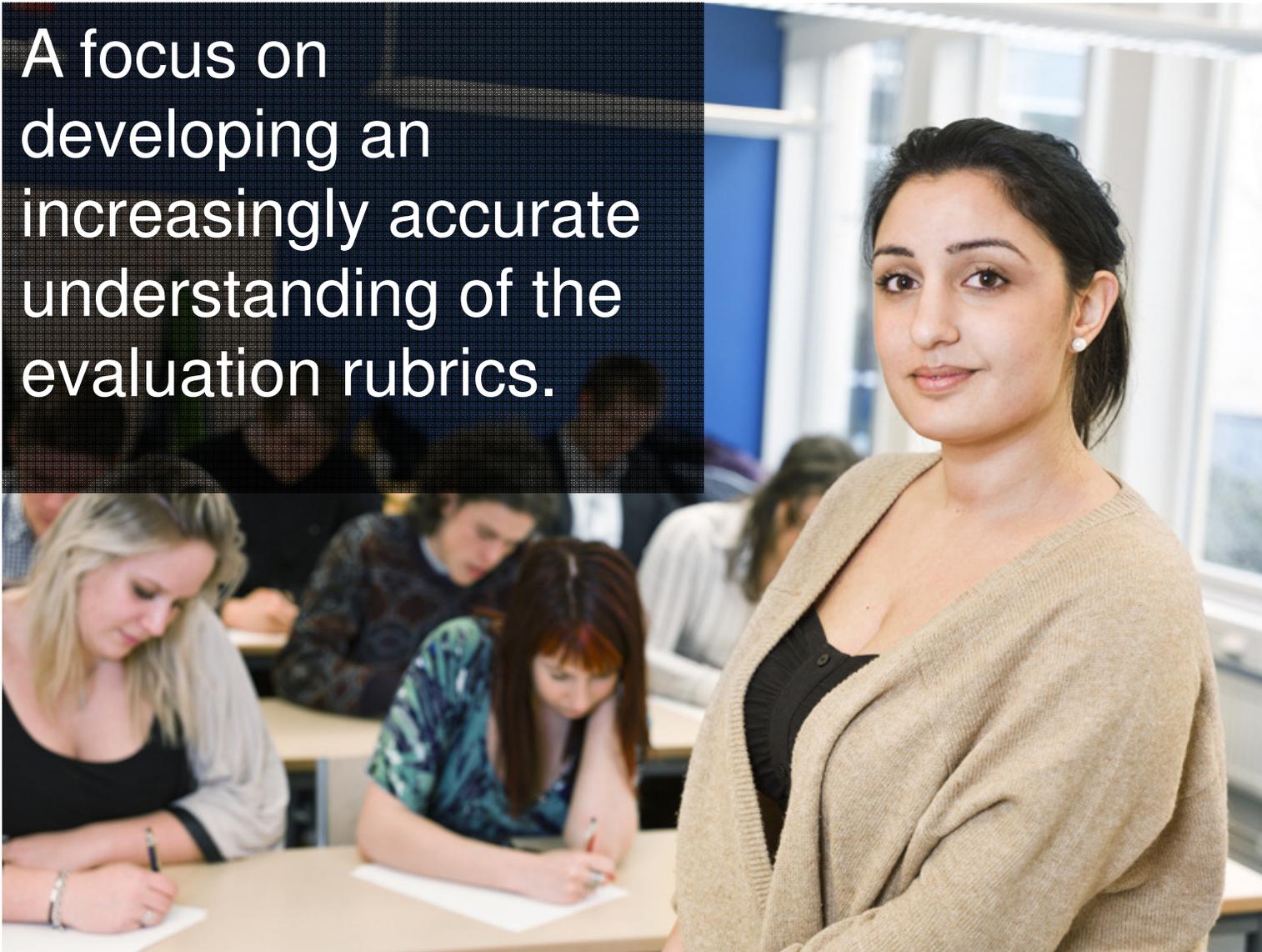
Bravery

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



North Carolina Educator Evaluation Process **Process**

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





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:



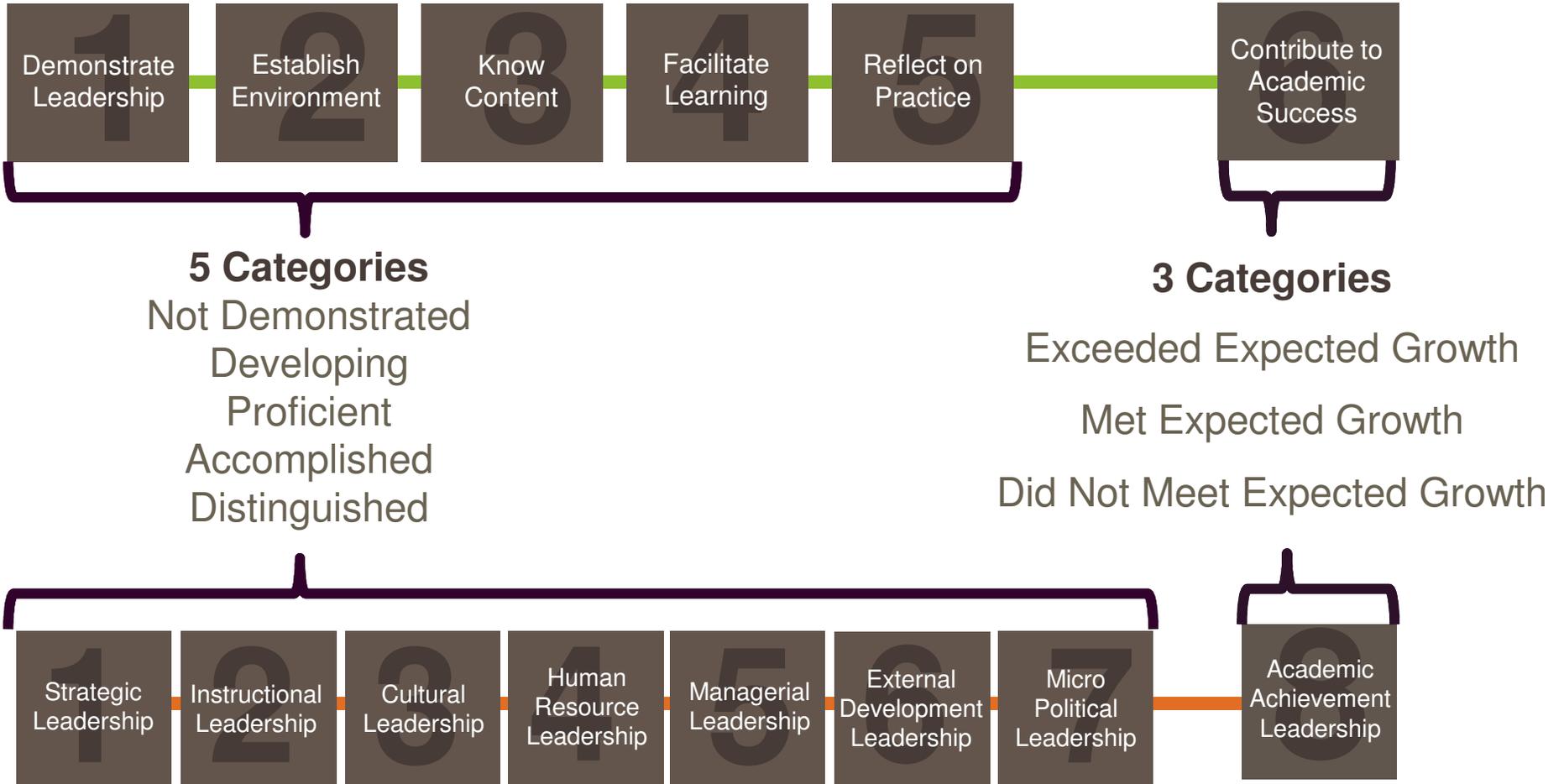
Element IIIb

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</u> the content in assigned teaching specialty. <u>Motivates students to investigate the content area to expand</u> their knowledge and satisfy their natural curiosity.</p>



Ratings Categories





Effectiveness Status After 3 Years of Growth

		In Need of Improvement	Effective	Highly Effective
<p>Standards 1-5</p> <p>1 Demonstrate Leadership 2 Establish Environment 3 Know Content 4 Facilitate Learning 5 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>Standard 6</p> <p>3-year average</p> <p>$(\text{Year 1} + \text{Year 2} + \text{Year 3}) / 3$</p>		<p>Does Not Meet Expected Growth</p>	<p>Meets or Exceeds Expected Growth</p>	<p>Exceeds Expected Growth</p>



Standard 6: Key Points

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Academic
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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

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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?



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

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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

EVAAS

to measure growth

Note: 44 CTE Assessments can use EVAAS

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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

Note: 79 CTE assessments will use Pre-Post

6 K-3 Assessments

PRE-POST
to measure growth

6 Analysis of Student Work

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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

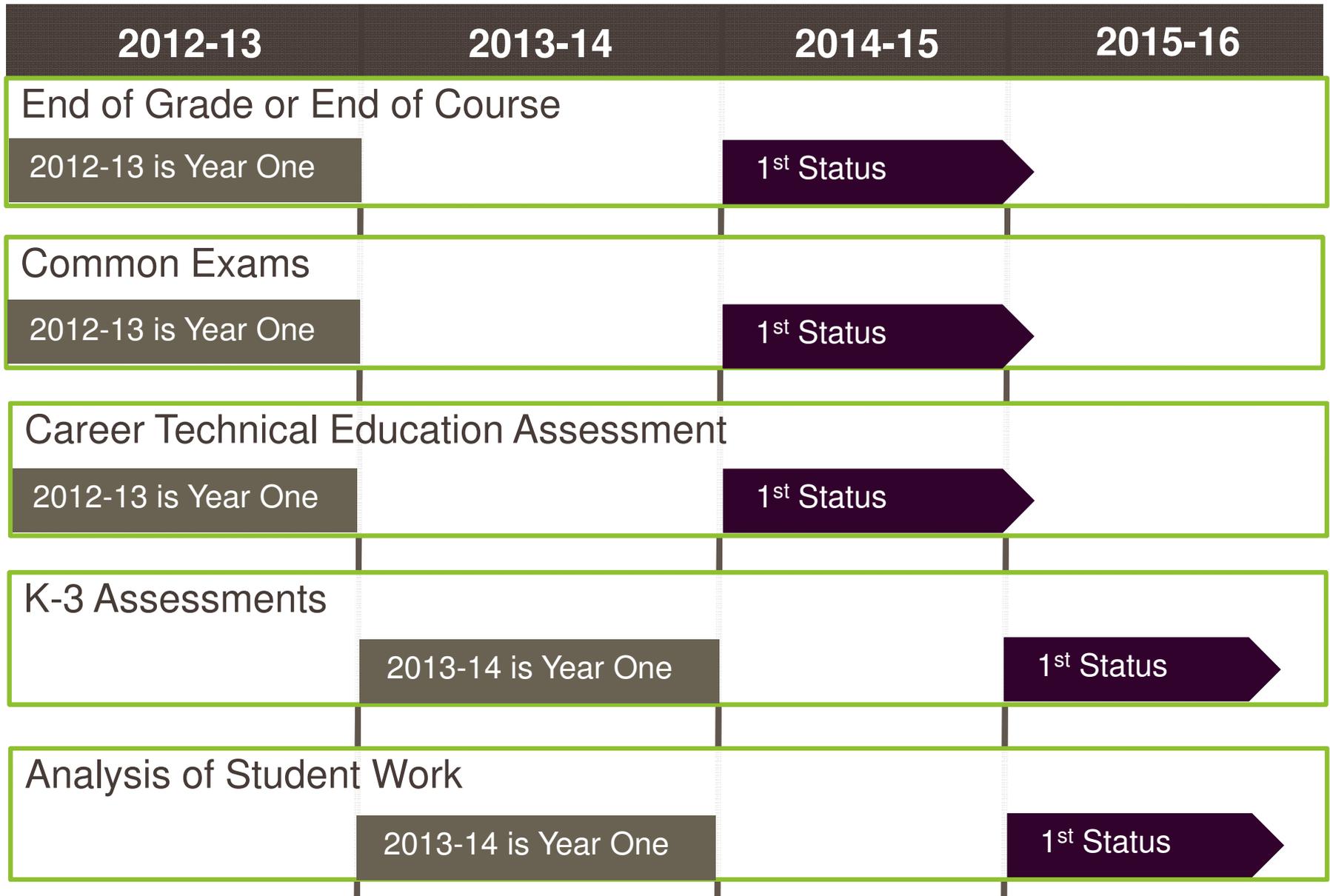
6 Analysis of Student Work

**EVALUATOR
REVIEW**
to measure growth

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to
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Success



Status High-Level Time Line





Process

NCDPI support for the Evaluation Process and Rubrics

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



North Carolina Educator Evaluation Process Process

NCDPI support of Standard 6

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



North Carolina Educator Evaluation Process

EVAAS Updates

Release of value-added data

Release of teacher dashboards

Ongoing training



North Carolina Educator Evaluation Process

Measures of Student Learning: NC's Common Exams

Fall administration window

Training on scoring performance tasks

Spring administration window