
Important Points | NC Teacher Evaluation Instrument

Orientation:

- Give teachers:
 - Electronic copy of the rubric and the policy (included in manual).
 - Notify Career Status (CS) teachers whether they are being evaluated using the entire instrument in the upcoming year. Must be evaluated a minimum of once every 5 years, but a district has the discretion to evaluate more frequently. If CS is not being evaluated using the instrument this year (it is considered an “off-year”) and the orientation should inform them of what their evaluation will consist of. Required every year is: an orientation, completed self-assessment and completed PDP. Districts have the discretion to add any other pieces that may be required at the LEA level (i.e. one informal observation, etc.)
- It is NOT recommended that a summary evaluation form be completed in an “off year”, as the summary implies a year long process of gathering data. If a district has shortened the process (i.e. one informal observation) then there is insufficient data to do a final summary rating for the teacher. It may not be determined if s/he is proficient or accomplished if adequate information is not collected and analyzed.
- Districts may require a pre-conference meeting to occur with off year teachers (although not required). The meeting will allow the principal to review the self-assessment with the teacher. They must verify that the self-assessment has been done and sign off appropriately on the PDP. It is recommended that instead of the summary conference, have a pre-conference at the beginning of the year to review the self-assessment and yearly goals.

Self-assessment:

- Done individually
- This remains the property of the teacher; it is not collected or copied by the administrator.
- A new self-assessment is done every year for all teachers, regardless of same teaching position/school.

Pre-Observation Conference:

- (not required for CS in their “off years”)
- Teacher shares self-assessment, but does not leave a copy with administrator.
- Principal is a reflective listener during this conference– does not argue or indicate to the teacher they believe the teacher is at any particular level because the data collection has not occurred to support such statements. However, critical dialogue and coaching will occur as a result of the conversation.
- Discuss PDP goals to be sure they are appropriate; discuss lesson to be observed and written lesson plan (if close enough to the time of observation). Goals may be changed at this time at principal’s discretion.

Observations:

- Must be a licensed administrator or possess a supervisory certificate to conduct any observations.
- No additional training for peer observers. Anyone trained on the evaluation process may be a peer observer. Peer observers / All observers use the rubric during the observation.
- Rubric is electronic and form-filled. Use a different rubric for each observation or develop a system to distinguish between observations.
- Items that can be observed in the classroom are indicated by a preprinted check in the far left column of the rubric.
- Items that cannot be observed in a classroom observation mainly in Standard 1 and 5 – must be observed spread out over the course of a year, and noted throughout the entire evaluation process.
- Observer (Administrator or Peer) is checking the boxes for the skill level they see during that observation. You will not attempt to check all the boxes in every section.
- Comments can be written in the comment box at the end of each standard. Comments are written for the benefit of the evaluator remembering the information they want to discuss in the post-observation conference. Scripting is a matter of style---most would not “script” as before because entire focus was on teacher behavior and the focus now is on teacher and student behaviors, and most importantly answering the question “is the student learning what the teacher is teaching?” Observation may focus on only certain

standards. Every observation may not cover all the standards in the rubric. The administrator has all year to gather as much info as possible.

- Peer observations can be done by any person trained in this instrument (all teachers). No special training is needed. The peer will not address the items that cannot be observed in a lesson. May focus entirely on one particular standard and not look across all standards. Peer is not ‘evaluating’ their colleague – simply a second set of eyes indicating what they see during their observation.

Post-observation Conferences:

- Within 10 school days of the observation.
- Ensure teachers understand a check in a box does not indicate the teacher is rated at that level. An Accomplished rating means the skill is being done naturally, all the time. You can’t determine in one observation if someone is doing the skill all the time. The accomplished box may be checked during an observation because the skill was seen naturally at that level on the day observed, but the teacher is not rated until the summary at the end of the year.
- Discuss PDP and reflect on self-assessment. Unlike the pre-observation conference, the principal will share with the teacher concerns about the teacher’s performance if their data is not supporting how the teacher may have rated themselves on their self-assessment.

Summary Conference:

- Done in the teacher’s classroom
- Principal determines individual element ratings from completing one final rubric from left to right making a decision about each box. On every standard, an “overall rating” is given, and this is determined by professional judgment and common sense – not the same formula as the self-assessment or an average of ratings. This means, two teachers could have the exact same element ratings but a different overall rating score.
- Proficient or higher is the acceptable level for any standard at the end of a year. Developing means there is growth that is expected, but only until an area is rated Developing for two consecutive years it is most alarming and requires immediate attention.
- PDPs can assist Principals with providing and focusing specific resources for a teacher to improve performance. It is the discretion of the principal to move a teacher between the three levels of the PDP (individual, monitored, directed).
- Monitored and Directed PDPs both meet the state requirement of an action plan (G.S. 115C-333b). A Monitored plan allows a teacher one year to achieve proficiency. A Directed plan has a timeline of one school year or shorter time as determined by the LEA. G.S. also allows districts to develop their own action plans. (Ex. there may be a separate process followed for a teacher who is placed on a Directed plan and it does not necessarily mean the teacher is on an ACTION PLAN).
- Beginning 2010-2011, any beginning teacher in their 3rd year (ILT 3), must have an overall rating on each of the five standards of PROFICIENT or higher. If not, they cannot be recommended for a Standard Professional License II and cannot continue employment.
- Beginning 2010-2011, probationary teachers in their 4th year or after one year of probationary status, must have an overall rating on each of the five standards of PROFICIENT or higher on their summary rating form to be recommended for CS.

OTHER IMPORTANT POINTS

▲ Districts must replace ALL TPAI-R Instruments and Appraisals with the NC Teacher Evaluation Process (NCTEP) as of 2010-2011.

▲ The NC Professional Teaching Standards are the governing standards for all certified teachers in NC.