North Carolina Educator Evaluation System

Carolyn McKinney
Executive Director

North Carolina Professional Teaching Standards Commission

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Future-Ready Students For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.
To accomplish this mission, North Carolina Public Schools will:

- Produce globally competitive students.
- Be led by 21st century professionals.
- Be healthy and responsible.
- Guide innovation in NC Public schools.
- Be governed and supported by 21st century systems.
Process to Create Standards

• GS 115C-295.1 requires the Commission to review and propose standards for teaching in NC

• Chairman of NC State Board of Education charged the Commission to review and align the Standards to reflect the newly adopted mission and goals

• Commission is composed of 16 practicing educators. Important!
The Commission spent 6 months thinking, listening, researching, writing, sharing, and revising.

Draft work was completed in March 2007 and distributed through focus groups throughout the state.

The Commission met the last weekend of April 2007 for the final version based on feedback from focus groups.

The finalized standards were presented to the State Board of Education in May and adopted in June 2007.
The Commission immediately began working with McREL (Midcontinent Center for Research for Education and Learning) to create a valid and reliable instrument to evaluate teachers.

The Instrument was piloted and field tested.

It was adopted by the State Board of Education in July 2008.
Implementation Process
3-Year Rollout Plan

2008–2009: 13 LEAs volunteered to be in Phase I.

2009–2010: 49 LEAs volunteered to be in Phase II.

2010–2011: Remaining 63 LEAs will implement.

NCDPI provided training to a team in each LEA to train their leaders. Train-the-Trainer Model
Alignment

- SBE Mission and Goals
- 21st Century Skills & Knowledge (Partnership for 21st Century Skills)
- Research From Teacher Working Conditions Survey
- Teacher Standards, Principal Standards, and Superintendent Standards
- Evaluation Instruments
- Professional Development
- Program Approval for Schools of Education
- Mentoring Program Standards
Teacher Working Conditions
Research Evident in Standards

Positive TWC contribute to higher student achievement and lower teacher turnover rate.

Standard 1: Teachers Demonstrate Leadership.
Members of the school improvement team are elected.
The faculty has an effective process for making group decisions and solving problems.
The faculty and staff have a shared vision.
NC Standards for Teachers

- **Standard 1:** Teachers demonstrate leadership.
- **Standard 2:** Teachers establish a respectful environment for a diverse population of students.
- **Standard 3:** Teachers know the content they teach.
- **Standard 4:** Teachers facilitate learning for their students.
- **Standard 5:** Teachers reflect on their practice.
NC Professional Educator Evaluation Systems

- Their purpose is to support and promote effective leadership, quality teaching, and student learning.
- The design is a growth model to improve instruction and enhance professional practice.
- The evaluation instruments are based on the Framework for 21st Century Learning and the Standards.
They are flexible enough to be fair to teachers and school executives of varying levels of experience and in school settings.

The rubrics are formative in nature based on a rating scale from “developing” through “distinguished.”

Multiple data sources, artifacts, and evidence are used in assessing educator performance.

They provide the basis for performance goals and professional development activities.
Components of the Teacher Evaluation Process

The Process

- Training
- Orientation
- Self-assessment
- Pre-observation Conference
- Observation
- Post-observation Conference
- Summary Evaluation and Scoring the Form
- Professional Development Plans
The teacher evaluation process will:

- Serve as a measurement of performance for individual teachers.
- Serve as a guide for teachers as they reflect upon and improve their effectiveness.
- Serve as the basis for instructional improvement.
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers.
Guide professional development programs.

Serve as tool in developing coaching and mentoring programs.

Enhance the implementation of the approved curriculum.

Inform institutions of higher education as they develop the content requirements for higher education programs.
**Standard 1: Teachers Demonstrate Leadership**

a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
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<tr>
<td>□ Understands how they contribute to students graduating from high school.</td>
<td>. . . and □ Takes responsibility for the progress of students to ensure that they graduate from high school. □ Provides evidence of data-driven instruction throughout all classroom activities □ Establishes a safe and orderly classroom.</td>
<td>. . . and □ Communicates to students the vision of being prepared for life in the 21st century. □ Evaluates student progress using a variety of assessment data. □ Creates a classroom culture that empowers students to collaborate.</td>
<td>. . . and □ Encourages students to take responsibility for their own learning. □ Uses classroom assessment data to inform program planning. □ Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
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Questions and Answers

Comments