

# NORTH CAROLINA TEACHER EVALUATION INSTRUMENT and PROCESS



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction



# New Evaluation Systems to align with the Standards!

- New principal evaluation system went into effect July 1, 2008 for all NC principals
- 3000 principals and principal supervisors trained during the summer of 2008



# North Carolina Professional Educator Evaluation Systems

1. The purpose is to support and promote effective leadership, quality teaching, and student learning
2. The design is a growth model to improve instruction and enhance professional practice
3. The evaluation instruments are based on the Framework for 21<sup>st</sup> Century Learning and the Standards



4. The instrument is flexible enough to be fair to teachers and school executives of varying levels of experience and in different school settings
5. The rubrics are formative in nature and based on a rating scale from developing through distinguished
6. Multiple data sources, artifacts, and evidence will be used in assessing educator performance
7. The instrument will provide the basis for performance goals and professional development activities



## Still to come:

- Evaluation systems for Superintendents, Assistant Principals, Central Office Staff & other school personnel
- Standards for School Boards



# The teacher performance 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



# The teacher performance evaluation process will:

- ❑ Guide professional development programs for teachers
- ❑ Serve as a tool in developing coaching and mentoring programs for teachers
- ❑ Enhance the implementation of the approved curriculum
- ❑ Inform higher education programs as they develop the content requirements for higher education programs



## Definitions:

■ Artifact – A product resulting from a teacher's work (a natural by-product, not a newly created document)

## Possible Artifacts:

- School Improvement Plan
- School Improvement Team
- North Carolina Teacher Working Conditions Survey
- Student Achievement Data
- Professional Development
- Student Work
- National Board Certification
- PTO
- Professional Learning Communities (PLC)
- Lesson Plans
- Student Dropout Data



# Definitions

- Beginning Teacher - Teachers who are in their first three years of teaching and who hold a Standard Professional 1 License
- Probationary Teacher – Teachers who have not obtained Career Status in their current NC district
- Career Status Teachers – Teachers who have been granted Career Status in their current NC district
- Formal Observation – an observation of a teacher's performance for a minimum of 45 minutes or one complete lesson



# Definitions

- Informal Observation – An observation of a teacher for a minimum of 20 minutes
- North Carolina Teacher Rubric – A composite matrix of the standards, elements and descriptors of the North Carolina Standards for Teachers
- Performance Standard – The distinct aspect of leadership or realm of activities which form the basis for the evaluation of a teacher
- Performance Elements – The sub-categories of performance embedded within the standard



# Definitions

- Performance Descriptors – The specific performance responsibilities embedded within the components of each performance standard
- Performance Goals - Goals for improvement in professional practice based on the self-evaluation and/or supervisor recommendation



# Performance Rating Scale

- **Developing** – Demonstrated adequate growth but did not demonstrate competence on standard(s) of performance
- **Proficient** – Demonstrated basic competence on standard(s) for performance
- **Accomplished** – Exceeded basic competence on standard(s) of performance most of the time



# Performance Rating Scale

- **Distinguished** – Consistently and significantly exceeded basic competence on standard(s) of performance
- **Not Demonstrated** – Did not demonstrate competence on, or adequate growth toward, achieving standard(s) of performance
- [NOTE: If the “Not Demonstrated” rating is used, the evaluator must comment about why it was chosen]



# Definitions

- School Executives – Principals and assistant principals licensed to work in North Carolina
- Self-assessment – Personal reflection about one's professional practice to identify strengths and areas for improvement (conducted w/out input from others)
- Summary Evaluation Form – A composite assessment of the teacher's performance based on the evaluation rubric and supporting evidence



# Teacher Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards
- Understand the North Carolina Teacher Evaluation Process
- Prepare for and fully participate in each component of the evaluation process



# Teacher Responsibilities:

- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals
- Develop and implement strategies to improve personal performance/attain goals in areas identified individually or collaboratively identified



# Principal/AP Responsibilities

- Know and understand the North Carolina Professional Teaching Standards
- Participate in training to understand and implement the Teacher Evaluation Process
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process



# Principal/AP Responsibilities

- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance
- Ensure that the contents of the Teacher Summary Evaluation Report accurately reflect the teacher's performance
- Develop and supervise implementation of action plans as appropriate



# 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

On the Following slides the Standards are in RED. The Elements are in GREEN. The evidence(s) of the element is/are in BLACK.




# Standard I: Teachers Demonstrate Leadership

## A. Teachers lead in their classroom:

*This is an Element of Standard I – the following are examples of evidence for the element*

1. Take responsibility for all students' learning
2. Communicate vision to students
3. Use data to organize, plan, and set goals
4. Use a variety of assessment data throughout the year to evaluate progress
5. Establish a safe and orderly environment
6. Empower students

If you choose Standard 1 and Element A to address on your PDP, then your Goals for your PDP will have to do with the kind of evidence(s) that are listed on the prior slide.



# Standard I: Teachers Demonstrate Leadership

## B. Teachers demonstrate leadership in the school:

1. Work collaboratively with all school personnel to create a professional learning community
2. Analyze data
3. Develop goals and strategies through the school improvement plan
4. Assist in determining school budget and professional development
5. Participate in hiring process
6. Collaborate with colleagues to mentor and support teachers to improve effectiveness



# Standard I: Teachers Demonstrate Leadership

## C. Teachers lead the teaching profession:

1. Strive to improve the profession
2. Contribute to the establishment of positive working conditions
3. Participate in decision-making structures
4. Promote professional growth



# Standard I: Teachers Demonstrate Leadership

## D. Teachers advocate for schools and students:

1. Advocate for positive change in policies and practices affecting student learning
2. Participate in the implementation of initiatives to improve education



# Standard I: Teachers Demonstrate Leadership

## E. Teachers demonstrate high ethical standards:

1. Demonstrate ethical principles
2. Uphold the Code of Ethics and Standards for Professional Conduct



# Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults:

1. Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible



# Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

## B. Teachers embrace diversity in the school community and in the world:

1. Demonstrate knowledge of diverse cultures
2. Select materials and develop lessons that counteract stereotypes and incorporate contributions
3. Recognize the influences on a child's development, personality, and performance
4. Consider and incorporate different points of view



# Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

## C. Teachers treat students as individuals:

1. Maintain high expectations for all students
2. Appreciate differences and value contributions by building positive, appropriate relationships



## Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

D. Teachers adapt their teaching for the benefit of students with special needs:

1. Collaborate with specialists
2. Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice



# Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

## E. Teachers work collaboratively with the families and significant adults in the lives of their students:

1. Improve communication and collaboration between the school and the home and community
2. Promote trust and understanding and build partnerships with school community
3. Seek solutions to overcome obstacles that prevent family and community involvement



# Standard III: Teachers Know the Content They Teach

A. Teachers align their instruction with the *North Carolina Standard Course of Study*:

1. Teach the North Carolina Standard Course of Study
2. Develop and apply strategies to make the curriculum rigorous and relevant
3. Develop literacy skills appropriate to specialty area



# Standard III: Teachers Know the Content They Teach

B. Teachers know the content appropriate to their teaching specialty:

1. Know subject beyond the content they teach
2. Direct students' curiosity into an interest in learning



# Standard III: Teachers Know the Content They Teach

## C. Teachers recognize the interconnectedness of content areas/disciplines:

1. Know links between grade/subject and the North Carolina Standard Course of Study
2. Relate content to other disciplines
3. Promote global awareness and its relevance



# Standard III: Teachers Know the Content They Teach

## D. Teachers make instruction relevant to students:

1. Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
2. Demonstrate the relationship between the core content and 21<sup>st</sup> Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness



The mediocre teacher tells.

The good teacher explains.

The superior teacher  
demonstrates.

The great teacher inspires.

William Ward



# Standard IV: Teachers Facilitate Learning for Their Students

A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students:

1. Know how students think and learn
2. Understand the influences on student learning and differentiate instruction
3. Keep abreast of evolving research
4. Adapt resources to address the strengths and weaknesses of students



# Standard IV: Teachers Facilitate Learning for Their Students

B. Teachers plan instruction appropriate for their students:

1. Collaborate with colleagues
2. Use data for short and long range planning
3. Engage students in the learning process
4. Monitor and modify plans to enhance student learning
5. Respond to cultural diversity and learning needs of students



# Standard IV: Teachers Facilitate Learning for Their Students

## C. Teachers use a variety of instructional methods:

1. Choose methods and materials as they strive to eliminate achievement gaps
2. Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction



# Standard IV: Teachers Facilitate Learning for Their Students

## D. Teachers integrate and utilize technology in their instruction:

1. Know appropriate use of technology to maximize student learning
2. Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate and collaborate



# Standard IV: Teachers Facilitate Learning for Their Students

## E. Teachers help students develop critical thinking and problem-solving skills:

1. Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
2. Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems



# Standard IV: Teachers Facilitate Learning for Their Students

F. Teachers help students work in teams and develop leadership qualities:

1. Teach the importance of cooperation and collaboration
2. Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities



# Standard IV: Teachers Facilitate Learning for Their Students

## G. Teachers communicate effectively:

1. Communicate clearly with students in a variety of ways
2. Assist students in articulating thoughts and ideas clearly and effectively



# Standard IV: Teachers Facilitate Learning for Their Students

H. Teachers use a variety of methods to assess what each student has learned:

1. Use multiple indicators, both formative and summative, to evaluate student progress
2. Use assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> Century knowledge, skills, performance, and dispositions
3. Provide opportunities for self-assessment



# Standard V: Teachers Reflect on their Practice

## A. Teachers analyze student learning:

1. Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
2. Collect and analyze student performance data to improve effectiveness



# Standard V: Teachers Reflect on their Practice

B. Teachers link professional growth to their professional goals:

1. Participate in continued, high quality professional development



# Standard V: Teachers Reflect on their Practice

C. Teachers function effectively in a complex, dynamic environment:

1. Actively investigate and consider new ideas that improve teaching and learning
2. Adapt practice based on data



# The Evaluation Process

- **Orientation:**
  1. Within two weeks of a teacher's first day
  2. Must include rubric, policy & schedule of evaluation
- **The teacher self-assessment:**
  1. Uses the teacher rubric
  2. Is done by individual (without input from others)
  3. Used in developing IGP
  4. Used in pre and post conference discussions



# Goal Setting on PDP

- 2 – 3 goals established as part of a teacher's Professional Development Plan (PDP) after completing self-assessment. There are three kinds of PDP's: an IGP, an MGP, or a DGP.
- SMART Goals: Specific, Measurable, Attainable, Relevant and Time-Bound



# Pre Observation Conference

1. A pre-observation conference must occur before any observations happen during the year.
2. Discuss: self-assessment, PDP & lesson(s) to be observed
3. Teacher will have written description of lesson for first observation
4. Subsequent observations do not require a pre-observation conference



# Observation(s)

- **Formal observations** occur over one complete lesson (45 minutes)
- **Probationary teachers** require 4 formal observations: 3 administrative, 1 peer
- **Career status teachers** (in their summative year of evaluation) must have 3 observations: at least 1 must be formal
- The first observation must be a formal, announced observation
- Subsequent observations may be unannounced
- Evaluator uses the rubric as a recording tool



# Post Observation Conferences

1. Must occur after each observation
2. Must occur no later than 10 school days after the observation
3. Designed for the purpose of identifying areas of strength and those in need of improvement
4. Requires review and signature of rubric



# Summary Evaluation Conference

(Last conference of the Year)

1. Bring Self Assessment
2. Review Observations
3. Discuss Additional Artifacts
4. Sign Summary Rating Form & Record of Teacher Evaluation Activities
5. Begin discussion for future goals



# Summary Rating Form

1. Every element for every standard is marked (not demonstrated requires comment)
2. Ratings are based on formal and informal observations throughout the year
3. Overall rating for each standard is chosen by the evaluator after reviewing all of the elements within a standard.
4. Comments can be added from evaluator or the teacher.
5. Signatures required on the final page.



# Professional Development Plans

1. Teachers who are rated as “Proficient” or higher on all Standards will develop an **Individual Growth Plan**
2. Teachers who are rated as “Developing” on any Standard will be placed on a **Monitored Growth Plan**
3. Teachers who are rated as “Not Demonstrated” on any Standard or has a rating of “Developing” for two sequential years will be placed on a **Directed Growth Plan** (meets GS requirements of an action plan)
4. Cannot be used w/ any teacher being recommended for dismissal, demotion or nonrenewal

# Questions???

- If you have any questions or concerns, please do not hesitate to contact me at your earliest convenience
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