



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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TO: Superintendents  
Human Resource Directors  
Associate Superintendents for Curriculum and Instruction  
School Principals

FROM: Rebecca B. Garland, Chief Academic Officer

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## NORTH CAROLINA EDUCATOR EVALUATION SYSTEM UPDATE

### *Annual Abbreviated Evaluation Option:*

The State Board of Education has further clarified the requirements for an abbreviated evaluation. According to Board policy passed in July, principals may elect to conduct an abbreviated evaluation of career-status teachers not in their license renewal year. As part of the abbreviated evaluation, teachers complete a self-assessment and a professional development plan. ***An administrator then conducts a minimum of two informal observations and comments on the teacher's performance on Standards One and Four during that time.*** An informal observation consists of a minimum of twenty minutes in the classroom. At the end of the year, the teacher and the evaluator meet for a summary evaluation conference, and the principal completes a summary rating form with ratings for Standards One, Four, and Six. Teachers may request a formal observation if they desire. The attached chart provides an overview of evaluation requirements for probationary teachers, as well as career-status teachers. Please note that the abbreviated evaluation is only an option. Principals may always elect to complete a full evaluation for any teacher, especially if there are existing performance concerns. McREL is currently making changes to bring the abbreviated evaluation online in the next few weeks.

If you have questions about the abbreviated evaluation option, please contact Dr. Eliz Colbert, Lead Professional Development Consultant, at (919) 807-4037 or [elizabeth.colbert@dpi.nc.gov](mailto:elizabeth.colbert@dpi.nc.gov), or Jennifer Preston, Race to the Top Project Coordinator for Teacher and Leader Effectiveness, at (919) 807-4187 or [jennifer.preston@dpi.nc.gov](mailto:jennifer.preston@dpi.nc.gov).

### *The Sixth and Eighth Standards:*

The State Board of Education has added a sixth standard to the teacher evaluation instrument:

### ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Teachers contribute to the academic success of students.

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

In addition, there is a new eighth standard for the administrator evaluation instrument:

#### ACADEMIC ACHIEVEMENT LEADERSHIP

Summary: School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

Teachers will receive a formal rating on the sixth standard when they have three years of student growth data. The rating will be based on whether a teacher's students meet growth expectations, exceed growth expectations, or fail to meet growth expectations. The three-year student growth average will refresh with each new year of student growth information. Only teachers with three or more years of data will receive a formal rating on the sixth standard; all other teachers will have student data populated in the sixth standard, but no formal rating. The growth information should serve as a critical discussion point for teachers and their evaluators. For the 2011 – 2012 school year, the sixth standard for teachers of non-tested grades and subjects will be populated by the school-wide growth data. Again, this serves as the first year of data in a three year sequence; the teacher will not receive a formal sixth standard rating on the basis of school-wide growth. In 2012 – 2013, the State will roll out Measures of Student Learning for most non-tested grades and subjects. Over 800 educators will be heavily involved in the design of these measures of what students know and are able to do.

The eighth standard rating for principals will be populated on the basis of school-wide growth. Again, there must be a three-year record of data for a principal in order for the leader to receive a formal eighth standard rating.

It is important to note that principals will always retain the authority and responsibility to move a teacher to an action plan and dismissal if the teacher's performance is not adequate to continue in the classroom or if the teacher's behavior warrants immediate attention. In this case three years of performance data will not be necessary. It is also important to note that superintendents will always retain the authority and responsibility to take whatever actions are necessary when principals are not fulfilling their responsibilities or when their behavior warrants immediate attention.

If you have additional questions about the sixth and eighth standards or any topic in Teacher Effectiveness, please contact Dr. Lynne Johnson, Director Educator Recruitment and Development, at [lynne.johnson@dpi.nc.gov](mailto:lynne.johnson@dpi.nc.gov), or Jennifer Preston, Race to the Top Project Coordinator for Teacher and Leader Effectiveness, at [Jennifer.preston@dpi.nc.gov](mailto:Jennifer.preston@dpi.nc.gov).

Attachment: Evaluation Comparison Chart.pdf

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