

EXECUTIVE SUMMARY

Title: Update on the Development and Piloting of New Evaluation Instruments for Teachers and School Executives

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Jean Williams (Vice President of Research and Evaluation, McREL [Mid-continent Research for Education and Learning])

Description:

In December 2006, the State Board of Education adopted new standards for the evaluation of schools executives. In June 2007, the Board adopted new standards for the evaluation of teachers. In September 2007, the Board adopted new standards for the evaluation of superintendents. The Department and the NC Professional Teaching Standards Commission are now working with McREL to develop and pilot new evaluation instruments based on the new standards. An update on the development and piloting of the new instruments is presented for information.

Resources:

N/A

Input Process:

The report is an update from McREL.

Stakeholders:

Teachers, School Executives, and Superintendents

Timeline For Action:

N/A; The report is presented for information.

Recommendations:

N/A; The report is presented for information.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

Districts Participating in the Pilot Tests of the
North Carolina Educator Evaluation System

Alexander
Alleghany
Camden
Charlotte-Mecklenburg *
Cherokee
Currituck *
Edgecombe
Elkin City
Guilford *
Hoke
Iredell-Statesville
Johnston *
McDowell
Mooresville
Onslow
Roanoke Rapids
Robeson *
Transylvania
Wilson *

* indicates the system is piloting only the school executive instrument.

Summary of School Executive Evaluation Process

1. School executive conducts self assessment using *School Executive* rubric.
2. School executive solicits input from various stakeholder groups regarding his/her performance. This may include the following procedures:
 - a. Teacher assessment of school leadership may include the following:
 - Focus groups
 - Interviews
 - Questionnaires
 - b. Assessment of school leadership by other stakeholders (Parents, Students, Community members)
 - Focus groups
 - School Developed Questionnaires (including online instruments)
 - Interviews
 - Informal meetings
 - Formal meetings
3. School executive consolidates assessment of school leadership from various data sources. These sources might include:
 - Student achievement data
 - Other performance information
 - Teacher working conditions survey data
 - Informal and formal feedback from various input instruments
 - Previous school improvement plan
 - Teacher assessments of school leadership
 - Parent, teacher and community assessment of school leadership
4. School executive meets with Superintendent / Evaluator to discuss his/her performance.
5. Based on this discussion and performance recommendations, school executive develops a *Professional Growth Plan*.

Rubric for Evaluating North Carolina School Executives

Standard 1: Strategic Leadership

School executives will create conditions that result in strategically re-imagining the school’s vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

<p>a. School Vision, Mission and Strategic Goals: The school’s identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter.</p>	<p>... and</p> <p><input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff.</p> <p><input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year.</p>	<p>... and</p> <p><input type="checkbox"/> Creates with all stakeholders a vision for the school that captures peoples’ attention and imagination.</p> <p><input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data, including the Teacher Working Conditions survey, about the school’s progress for the periodic review and revision of the school’s vision, mission, and strategic goals.</p>	<p>... and</p> <p><input type="checkbox"/> Ensures that the school’s identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school.</p> <p><input type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, school culture and school success.</p>	
<p>b. Leading Change: The school executive articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.</p>				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<p><input type="checkbox"/> Identifies changes necessary for the improvement of student learning.</p>	<p>... and</p> <p><input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement for all students and engages stakeholders in the change process.</p>	<p>... and</p> <p><input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the school and community.</p> <p><input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks.</p> <p><input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders.</p>	<p>... and</p> <p><input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21st century skills.</p> <p><input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes.</p>	

c. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands statutory requirements regarding the School Improvement Plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the collaborative development of the annual School Improvement Plan to realize strategic goals and objectives. <input type="checkbox"/> Uses the NC Teacher Working Conditions Survey and other data sources to develop the framework for the School Improvement Plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates the successful execution of the School Improvement Plan aligned to the mission and goals set by the State Board of Education, the local Board of Education. <input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the school's progress toward attaining strategic goals and objectives. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates principles of continuous improvement and creative 21st century concepts for improvement into the School Improvement Plan. 	
d. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians. <input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the school. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about school governance, curriculum and instruction. <input type="checkbox"/> Provides leadership development activities for staff members. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that parents/guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision making process. <input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the school building. <input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers. 	

Suggested Artifacts:

School Improvement Plan
 NC Teacher Working Conditions Survey
 Evidence of School Improvement Team
 Student achievement and testing data

Statement of school vision, mission, values, beliefs and goals
 Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements
 Evidence of shared decision-making and distributed leadership

Teaching Personnel: Teaching Personnel Performance Evaluation

North Carolina Teacher Evaluation Pilot

Instructions

The Teacher Evaluation Process is intended to develop and validate a set of indicators to assess teacher effectiveness in a formative and summative process. The indicators of teacher performance are the North Carolina Professional Teaching Standards.

The intended purpose of the teacher evaluation process is to focus on a formative professional development process and using a collegial, non-threatening model based on the North Carolina Professional Teaching Standards to improve teaching performance.

The Teacher Evaluation Process is:

1. Pre-Evaluation Orientation Conference – The evaluator will meet with the teachers to be evaluated. The evaluator will provide the teacher the policy for teacher evaluation, the North Carolina Teaching Standards, and fully explain the teacher evaluation process and obtain the consent form with all appropriate signatures in order to participate in the pilot study. The evaluator will address any questions or concerns relating to the evaluation process.
2. Teacher Self-Assessment – Teachers rate their own performance using the self-assessment form. This will be used during the post-observation conference.
3. Pre-Observation Conference – The evaluator will meet with each teacher individually. This conference is for the teacher and administrator to collaborate on the lesson to be observed. The teacher will provide any artifacts such as a lesson or unit plan that includes the intended learner outcomes, the instructional strategies to be used and any assessments used to monitor student growth.
4. Observation – The evaluator will observe the teacher in the classroom. The observation notes and evaluator observations will be recorded on the Teacher Formative Observation Record Form.
 - a. Notes are to be taken directly on the form in the space provided below each **element** within a standard.
5. Post-Observation Conference – The evaluator will schedule a post-observation conference no later than three days after the observation. This conference time will be used collaboratively to discuss the teacher's performance based on the information obtained from the Teacher Observation Record Form and pre-evaluation conference. The intended purpose of the conference is to identify areas of strength and areas for improvement and provide an expectation for performance improvement that should be evident during the next and/or subsequent observation(s).
6. Summary Evaluation Conference and Scoring the Summary Evaluation Form – The evaluator will provide specific feedback on performance to the teacher regarding their performance based on the North Carolina Professional Teaching Standards, evaluator observations, and artifacts submitted or collected as part of the evaluation process.
 - a. To provide an overall rating for a specific standard the administrator uses their best judgment based on a **preponderance of the evidence** to rate the teacher.
 - b. Any **Descriptor** that is marked in the category of Not Evident/Not Demonstrated requires the evaluator to comment.
 - c. The evaluator will review the Summary Evaluation Form with the teacher and obtain the required signatures located at the end of the Form.
7. Individual Growth Plan – The teacher will develop a plan for performance improvement based on the results of the post-observation conference.

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Standard 2: Teachers establish a respectful environment for a diverse population of students

Observation	Self-Assessment	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Appreciates and understands the need to establish nurturing relationships.	...and Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and Maintains a positive and nurturing learning environment.	...and Encourages and advises others to provide a nurturing and positive learning environment for all students.	
		b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓		Acknowledges that diverse cultures impact the world.	...and Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	...and Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	...and Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓		Demonstrates awareness of the diversity of students in the classroom.	...and Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	...and Consistently incorporates different points of view in instruction.	...and Capitalizes on diversity as an asset in the classroom.	
		c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contribution of each student in the learning environment by building positive, appropriate relationships.				
✓		Holds high expectations of students.	...and Communicates high expectations for all students.	...and Encourages and values contributions of students, regardless of background or ability.	...and Helps students hold high expectations for themselves and their peers.	

Draft

Observation	Self-Assessment	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Recognizes that students have a variety of learning needs.	...and Collaborates with specialists who can support the special learning needs of students.	...and Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	...and Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓		Is knowledgeable of effective practices for students with special needs.	...and Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	...and Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	...and Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
		e. Teachers work collaboratively with the families and significant adults in the lives of their students Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school, the home, and the community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students..				
	✓	Responds to family and community concerns.	...and Communicates and collaborates the home, and community for the benefit of students.	...and Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	...and Promotes trust and understanding throughout the school community.	

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperate with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/ community
- Professional development on cultural attitudes and awareness.
- Use of technology to incorporate cultural awareness into lessons

Draft

Standard 3: Teachers know the content they teach

Observation	Self-Assessment	a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> . In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.				
		Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	...and Understands the <i>North Carolina Standard Course of Stud</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	...and Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	...and Assists colleagues in applying such strategies in their classrooms.	
✓		<u>Elementary</u> : Begins to integrate literacy instruction in selected lessons.	...and <u>Elementary</u> Integrates effective literacy instruction throughout the curriculum.	...and <u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction.	...and <u>Elementary</u> Makes necessary changes to instructional practice to improve student learning.	
✓		<u>Secondary</u> : Recognizes the importance of integrating literacy strategies within the content areas.	...and <u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <u>Secondary</u> Makes necessary changes to instructional practice to improve student learning.	
		b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
✓		Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Draft

Observation	Self-Assessment	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
		Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
✓		Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>and Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>and Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i> . Relates content to other disciplines.	...and Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓		Displays global awareness.	...and Promotes global awareness and its relevance to the subjects.	...and Integrates global awareness activities throughout lesson plans and classroom instructional practices.	...and Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
		d. Teachers make instruction relevant to students. Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st Century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
✓		Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century.	...and Identifies relationships between the core content and 21st Century content.	...and Integrates core content and 21st Century content throughout lesson plans and classroom instructional practices.	...and Deepens students' understandings of 21st Century skills and helps them make their own connections and develop new skills.	

6

Examples of Artifacts:

- Display of creative student work
- Use of Standard Course of Study
- Lesson Plans
- Content Standards