

EXECUTIVE SUMMARY

Title: Report from Phase I LEAs Implementing the Teacher Evaluation Instrument

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C -004
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards presented by the NC Professional Teaching Standards Commission for the evaluation of teachers. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument was approved at the July 2008 State Board meeting. Related policies that would require teachers be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument were approved at the October 2008 State Board Meeting. At that time, the State Board requested a report at the January 2009 meeting to discuss the ongoing implementation under the new policy.

Resources:

NA

Input Process:

The report reflects discussion with the 13 LEAs taking part in Phase I of the implementation

Stakeholders:

Teachers, Principals, Superintendents

Timeline For Action:

NA

Recommendations:

NA

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: PCD Projector
- 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: Carolyn McKinney (807-3424)

Report from the Phase I LEAs Teacher Evaluation Instrument

In order to obtain feedback from the 13 LEAs in Phase I of the implementation of the Teacher Evaluation Instrument, 125 principals and central office personnel completed a Zoomerang survey. Then, two focus groups were held with teams including superintendents, central office personnel, principals, and teachers to have extensive conversations about how the evaluation process is progressing. About 55 educators attended the focus groups. Each of the 13 LEAs had at least 3 representatives. Dr. Stephen Greene and Cheryl Fuller conducted the sessions. Large and small group activities were included to ensure that everyone's voice was heard.

Following are some conclusions gained from survey:

Orientation: Even though there was a very short turnaround time for these schools,

- 18% completed the orientation before school started;
- 59% completed it during the workdays at the beginning of school; and
- 23% completed it within 10 days from the start of school.
- 2 principals reported that they had not been able to provide new teachers with a copy of evaluation instrument within 2 weeks of employment.

Self-assessment:

- 41% stated it was somewhat useful; and
- 56 % stated it was very useful.
- 50% reported the self-assessment had "some impact" on creating the professional growth plans, and
- 49% reported it had "a great deal of impact."

The Evaluation Instrument:

- 72% reported that the instrument is useful when conducting observations; and
- 28% reported it was not useful.

Post-observation Conference:

- 60% had the post-observation conference the same day or within three days;
- 20% within 5 days, and
- 20% within 10 days.
- Only 1 person reported that it took more than 10 days. .

Professional Development:

- The most goals were written for Standard 4: Teacher Facilitate Learning for Their Students.

Components of the process:

- 33% reported they had encountered no problems.
- 49% reported that they had some problems using the instrument during the observation. Therefore, we searched to find the root cause of this problem at the focus groups.

We used these responses to help guide our conversation at the focus groups. Principals need training in more efficient, effective use of instrument for observations. Principals said they learned so much from each other that day. What they really want is to talk to one another about how they use it in their respective schools: practical application. They would also like some videos. They reported that using the instrument for the second observations was much easier and less time consuming than the first and that they expected it to get easier each time. The conversation focused on how the Office of Professional Development could make the use of it less cumbersome electronically.

Conclusions: Using the rubric without scripting allows principals to focus on instruction. Principals want to talk more with each other at principal meetings so they can learn from one another about how they are using the instrument. This is a solution that could easily be addressed by Superintendents. Teachers want to engage principals in conversations about what 21st Century Skills look like in their schools/classrooms. They especially need professional development in global awareness.

Participants were asked the question: If you were given a choice whether to continue with the new instrument or return to the TPAI what would you do? All want to continue with the new instrument. “The value-added is great!” One superintendent stated, “Don’t want anything to derail this. Powerful work!” One principal stated that he would be glad when technical assistance helped with the amount of paper it takes and the time issue. The Office of Professional Development is working on that now.

When asked how this instrument would impact teacher dismissals, the participants responded that they would now have more and better evidence to be part of the dismissal process. The “meat” of the evaluation makes it easier because it contains relevant data when needed and encompasses all aspects of teaching, not just one lesson. One principal stated, “It’s all there.” They like the changes in the Professional Development Form because it offers a stronger case to show that the principal helped the teacher focus on areas that need improvement. “Red flags dictate that something is coming. There should be no surprises in May.”

Teachers said that this instrument informs them about what a 21st century classroom is and lets them know for the first time in some cases what they should be doing. Teachers feel like they can now contribute to the evaluation process and have meaningful professional conversations with their principals.

“This instrument has mandated the time and dialogue needed to improve our schools and the quality of public education so that teachers will continue to grow professionally,” stated a Director of Personnel.

A Human Resource Director who has used the instrument for teacher evaluations this year stated, “I love it! It is easy, informative, and a great tool to target growth.”

A Superintendent concluded, “We like the process for teachers and principals. It helped us with strategic planning and professional development. We know where we need to go. We understand everything will not be perfect. That is the beauty of the staggered rollout process. We will find things throughout the course of this year as we complete the cycle that need adjusted to make this system even better.”