

NC Teacher Evaluation Process

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Agenda



- North Carolina's Educator Evaluation System
- Addition of Student Growth
- Measuring Student Growth
- Effective and Highly Effective Educators
- What Does Educator Effectiveness Mean for Our Students?
- Questions

North Carolina Educator Evaluation System



The reason we observe teachers, gather student growth data, give feedback and discuss practice is to **improve the learning of our students.**



North Carolina Educator Evaluation System



Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
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Addition of Student Growth



Contribute
to Academic
Success

6

Standards 6 and 8 are measures of

Growth

The amount of progress that students
make over the course of the year or
semester

Academic
Achievement
Leadership

8

EVAAS is the State Board of
Education-approved growth model

Measuring Student Growth



Contribute to
Academic
Success

6 End of Grade or End of Course

6 NC Final Exams

6 Career Tech Education Assessments

6 K-3 Checkpoints

EVAAS

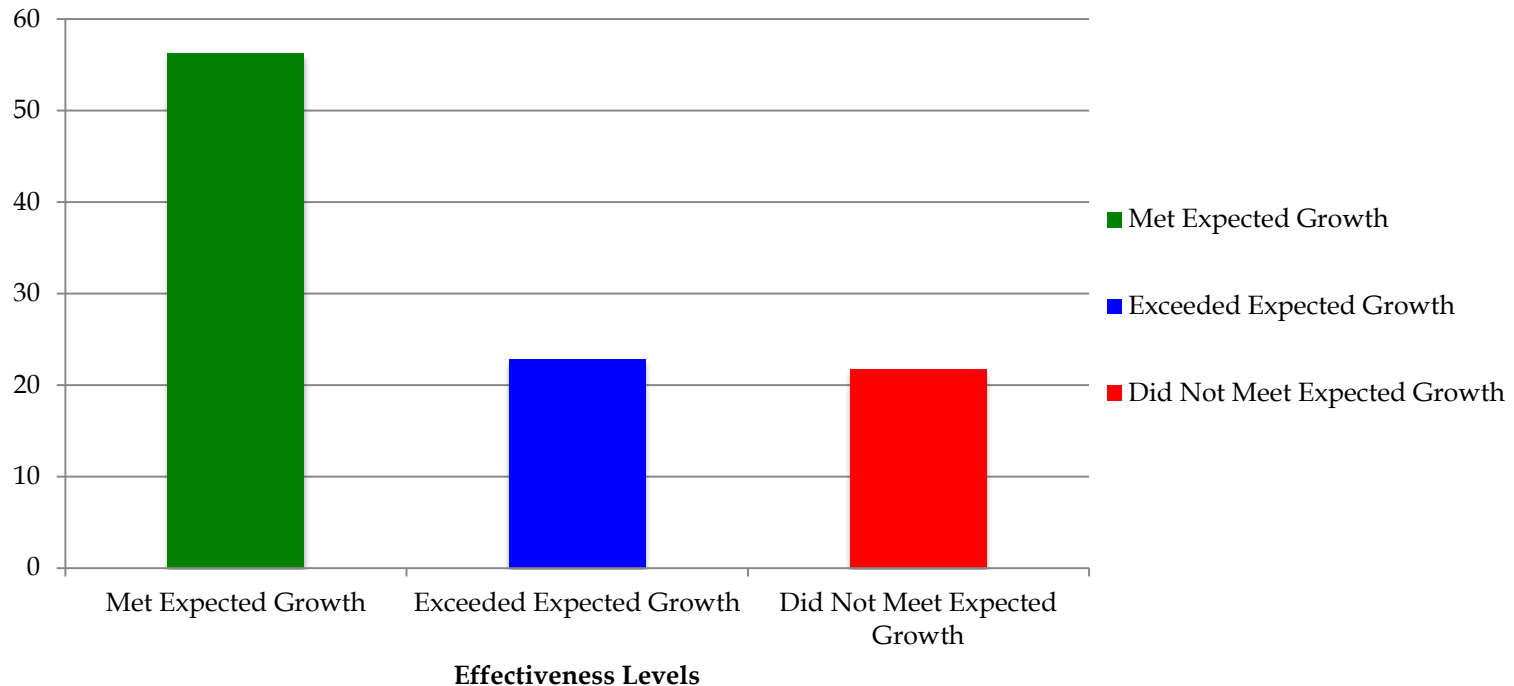
6 Analysis of Student Work

Expert
Review

Key Point



In 2012-13, 40,812 teachers received Standard 6 ratings based on their individual growth value



Effective and Highly Effective Educators



					In Need of Improvement	Effective	Highly Effective
Standards 1-5					<p><u>Any</u> Rating Lower than Proficient</p>	<p>Proficient or Higher on Standards 1-5</p>	<p>Accomplished or Higher on Standards 1-5</p>
Demonstrate Leadership	Establish Environment	Know Content	Facilitate Learning	Reflect on Practice			
1	2	3	4	5			
					And/Or	And	And
<p>Standard 6</p> <p>3-year average</p> <p>$(\text{Year 1} + \text{Year 2} + \text{Year 3}) / 3$</p>					Does Not Meet Expected Growth	Meets or Exceeds Expected Growth	Exceeds Expected Growth



Status High-Level Time Line

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
End-of-Grade or End-of-Course Assessments					
2012-13 is Year One			First Status (Fall)	Second Status (Fall)	Third Status (Fall)
NC Final Exams					
2012-13 is Year One			First Status (Fall)	Second Status (Fall)	Third Status (Fall)
Career Technical Education Assessments					
2012-13 is Year One			First Status (Fall)	Second Status (Fall)	Third Status (Fall)
K-3 Checkpoints					
	2013-14 is Year One			First Status (Fall)	Second Status (Fall)
Analysis of Student Work					
		2014-15 is Year One			First Status (Fall)



First Status provided for information only

Second and Third Status used in human capital decisions*



First and Second Status used in human capital decisions*

How is the status determined...

When 2012-13 is Year One?	When 2013-14 is Year One?	When 2014-15 is Year One?
First Status: Ratings on Standards 1 – 5 in 2014-15 + Average of Strongest Two Years of Student Growth Data from 2012-13, 2013-14 and 2014-15	First Status: Ratings on Standards 1 – 5 in 2015-16 + Average of Student Growth Data from 2013-14, 2014-15 and 2015-16	First Status: Ratings on Standards 1 – 5 in 2016-17 + Average of Student Growth Data from 2014-15, 2015-16 and 2016-17
Second Status: Ratings on Standards 1 – 5 in 2015-16 + Average of Student Growth Data from 2013-14, 2014-15 and 2015-16	Second Status: Ratings on Standards 1 – 5 in 2016-17 + Average of Student Growth Data from 2014-15, 2015-16 and 2016-17	
Third Status: Ratings on Standards 1 – 5 in 2016-17 + Average of Student Growth Data from 2014-15, 2015-16 and 2016-17		

What are human capital decisions?

The State Board of Education will require teachers who are “in need of improvement” to be placed on monitored or directed growth plans

What Does Educator Effectiveness Mean for Our Students?



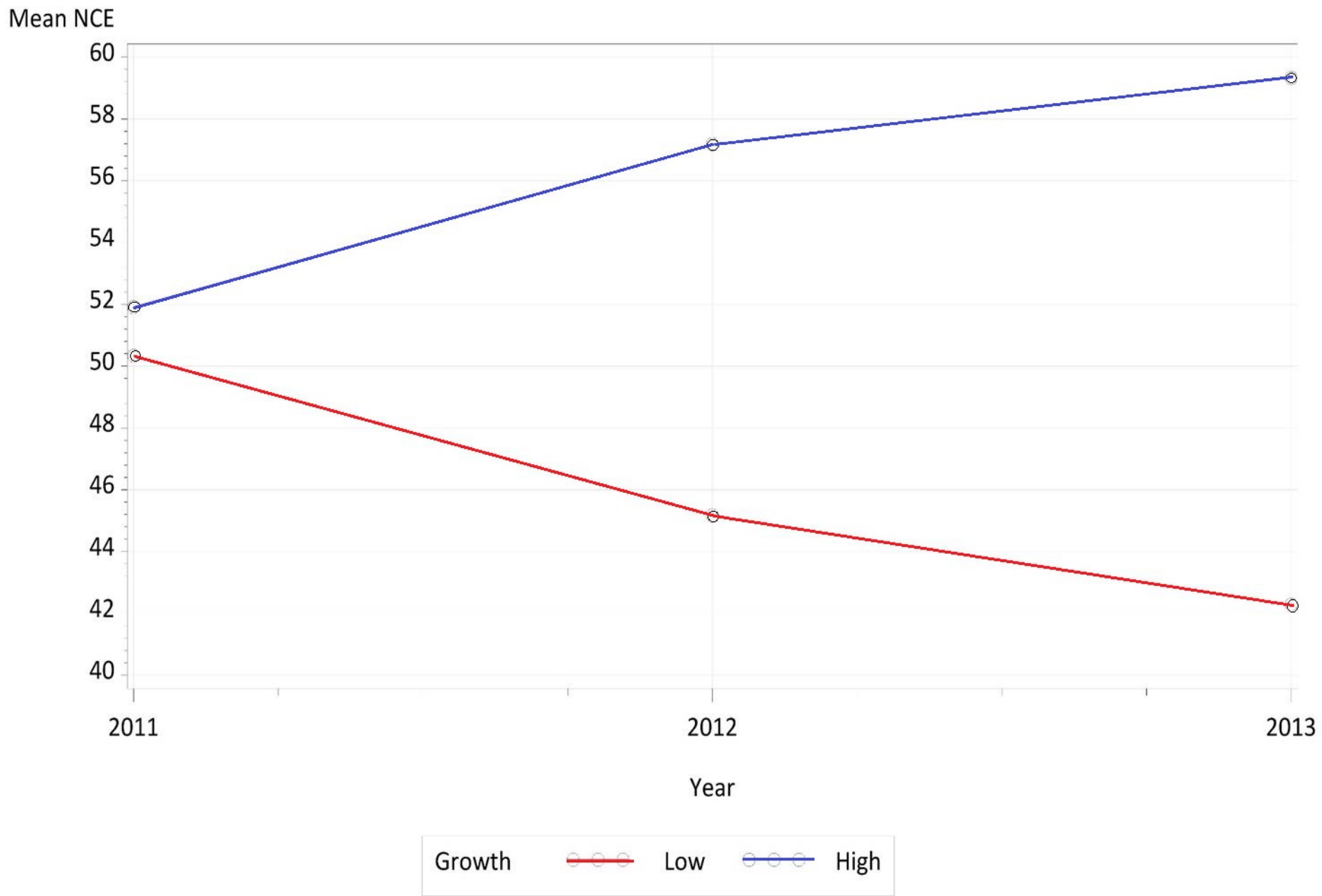
- Two groups of students captured:
 - Younger Cohort: began Grade 5 in SY 2010-11
 - Older Cohort: began Grade 6 in SY 2010-11

		Low ¹	High ²
Younger	Math	1935	1825
	Reading	184	221
Older	Math	1560	1547
	Reading	183	301

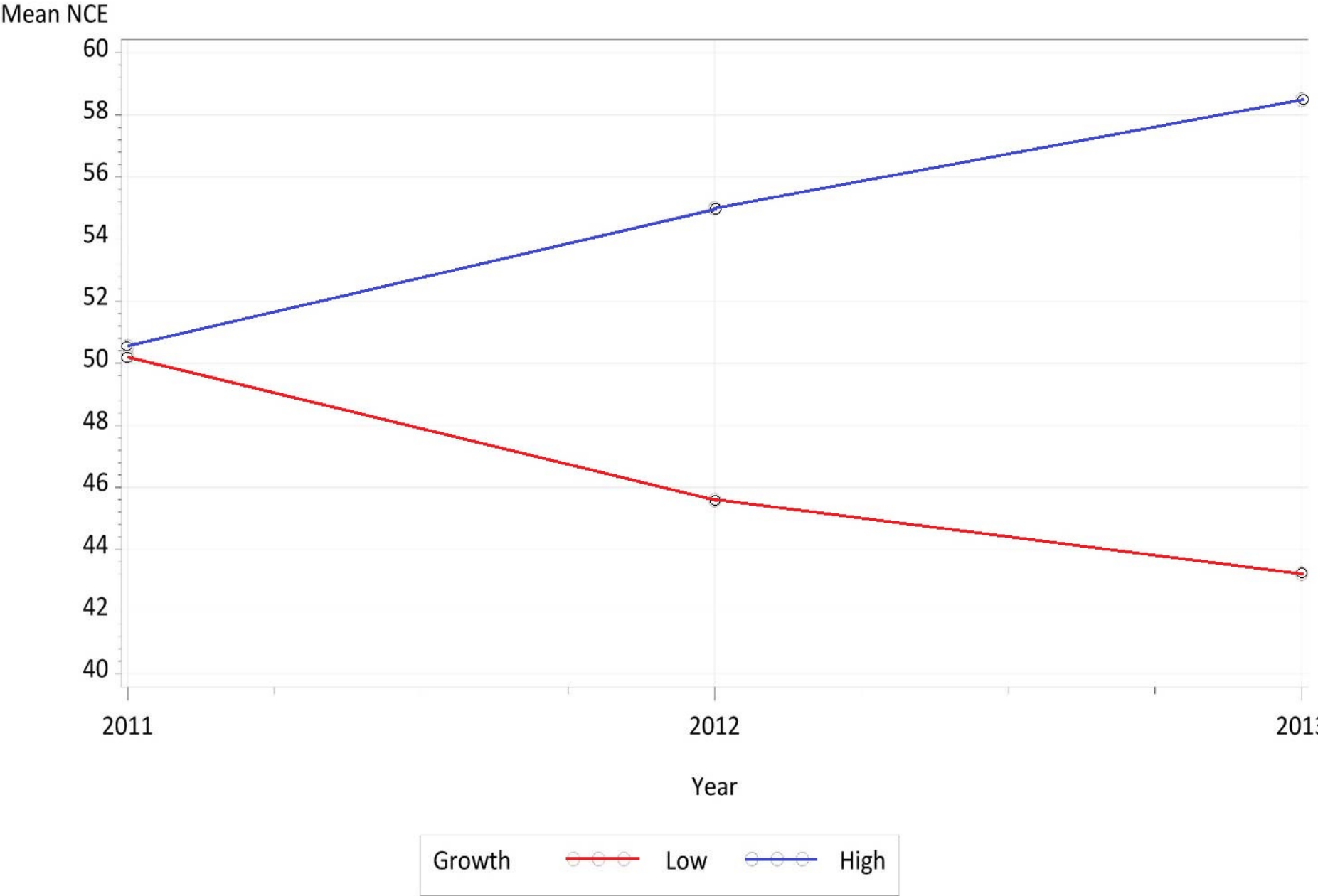
¹Students in the “Low Growth” category have consecutive years of teachers in the Does Not Meet Expected Growth category

²Students in the “High Growth” category have consecutive years of teachers in the Exceeds Expected Growth category

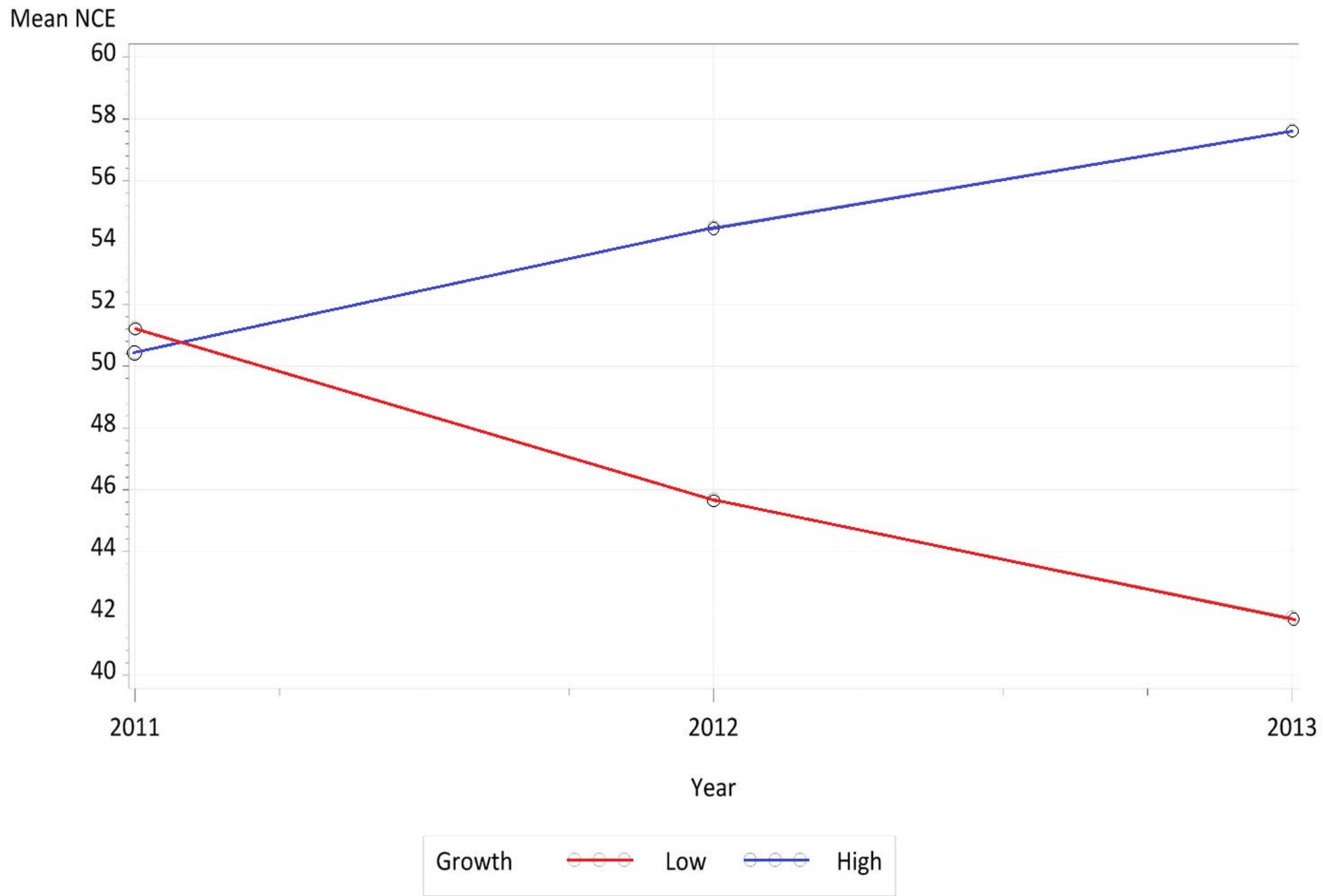
Younger Cohort, Math



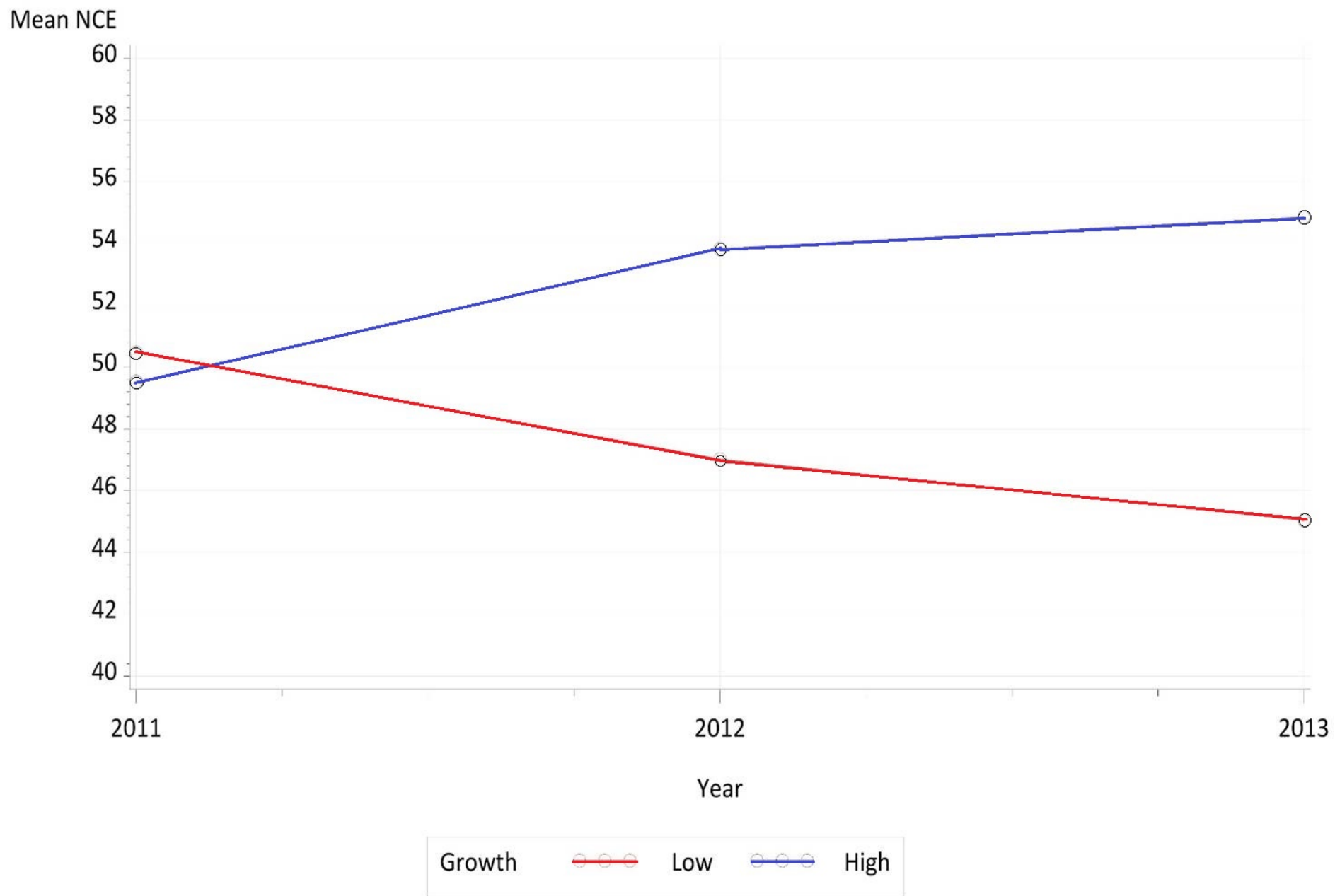
Younger Cohort, Reading



Older Cohort, Math



Older Cohort, Reading

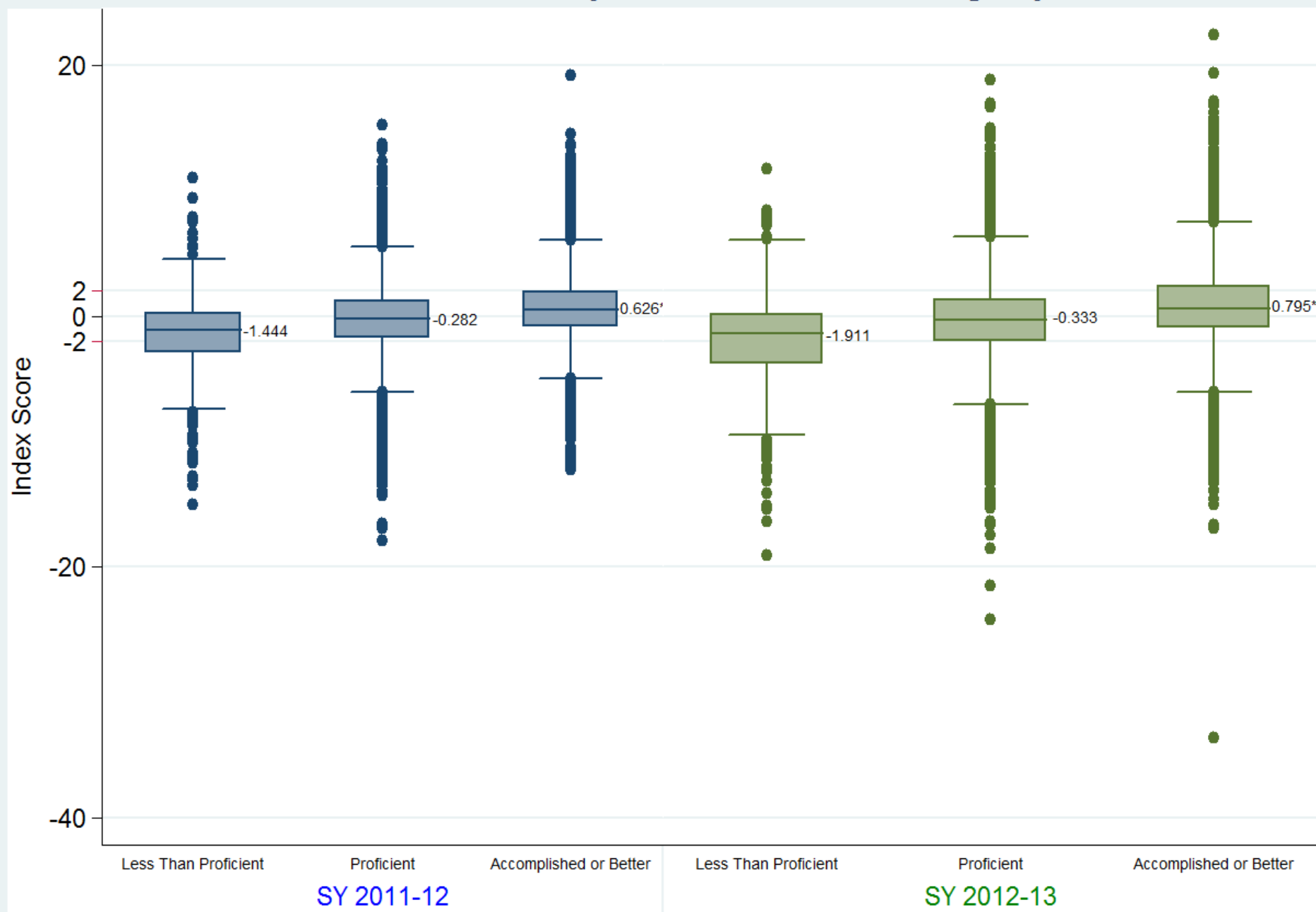




**What this tells us:
Teaching matters in
the lives of students.**



Index Scores by Evaluation Category





What this tells us:
Having data around
teaching outcomes
may impact student
outcomes.





Questions?

Learn more at

<http://www.ncpublicschools.org/effectiveness-model/>