NCEES

North Carolina Educator Evaluation System

District Perspective

Jackson County Public Schools

Teacher Standards

Standard One	• Teachers demonstrate leadership
Standard Two	• Teachers establish a respectful environment
Standard Three	• Teachers know the content they teach
Standard Four	• Teachers facilitate learning for their students
Standard Five	• Teachers reflect on their practice

Standard Six

- 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 date to demonstrate growth.

- ❑ Data will be pre-populated by the NCDPI.
- ❑ Currently McREL is working on adding the standard.
- ❑ This additional requirement was part of RttT.

Overview of the Process for Teacher Evaluation

- ❑ Training/Orientation
- ❑ Self-Assessment
- ❑ Professional Development Plan
- ❑ Pre-Observation Conference
- ❑ Observations
  - ➢ Three Formal Observations
  - ➢ One Formal Peer Observation
- ❑ Post-Observation Conference
  - ➢ No later than 10 days after each formal observation
- ❑ Summary Evaluation Conference/Summary Rating Form/Record of Teacher Evaluation Activities

2010-2011 School Year

❑ All summary rating forms for teachers, principals, and assistant principals were required to be entered into NCEES.

❑ NCDPI will use the median to aggregate standards for teachers and principals.

2011-2012 School Year

❑ <u>Full use of the online tool is required beginning July 1, 2011.</u> This means users will utilize all components of the online process.

  ➢ Self Assessment
  ➢ Observation Rubrics
  ➢ Peer Observation Rubrics
  ➢ Professional Development Plan
  ➢ Summary Rating Form
  ➢ Record of Teacher Evaluation Activities
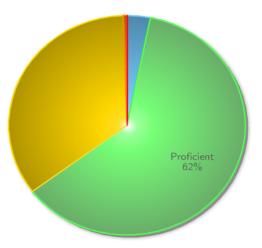
A few great things about the NCEES...

- ❑ Web-based
- ❑ Paperless
- ❑ Electronic Signatures
- ❑ Mentor Access to PDPs
- ❑ Administrator and Teacher Comments
- ❑ Co-author Forms
- ❑ Reports

Summary Report

Standard 1
Teachers demonstrate leadership

	Developing	6	3%
	Proficient	117	62%
	Accomplished	66	35%
	Distinguished	1	1%
	Not Demonstrated	0	0%

Proficient
62%

Activities	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Teachers lead in their classrooms.	10	86	92	2	0
Teachers demonstrate leadership in the school.	18	109	58	5	0
Teachers lead the teaching profession.	8	127	51	4	0
Teachers advocate for schools and students.	3	109	71	7	0
Teachers demonstrate high ethical standards.	2	98	80	10	0
Total	41	529	352	28	0

Artifact Report

Artifacts For
Standard : Teachers demonstrate leadership
From August 1st 2010 to June 17th 2011
Number of evaluations: 521

NC Educator
Evaluation System

Artifact	Checked	Percent	0% 100%
Lesson plans	151	29%	
Journals	12	2%	
Student handbooks	20	4%	
Student work	113	22%	
School improvement planning	51	10%	
Service on committees	85	16%	
Relevant data	62	12%	
Class rules and procedures	134	26%	
Participation in The Teacher Working Condition Survey	71	14%	
Professional Learning Communities	95	18%	
Membership in professional organizations	31	6%	
Formal and informal mentoring	34	7%	
Surveys	10	2%	
National Board Certification	9	2%	
Discipline records	25	5%	

Rubric Report

Rubrics For
Standard I: Teachers demonstrate leadership
From August 1st 2010 to June 17th 2011
Number of evaluations: 521

NC Educator
Evaluation System

A. Teachers lead in their classrooms.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated**
Understands how they contribute to students graduating from high school. *Checked:* 365 (70%)	Takes responsibility for the progress of students to ensure that they graduate from high school. *Checked:* 344 (66%)	Communicates to students the vision of being prepared for life in the 21st century. *Checked:* 81 (16%)	Encourages students to take responsibility for their own learning. *Checked:* 37 (7%)	
Uses data to understand the skills and abilities of students. *Checked:* 361 (69%)	Provides evidence of data driven instruction throughout all classroom activities. *Checked:* 280 (54%)	Evaluates student progress using a variety of assessment data. *Checked:* 129 (25%)	Uses classroom assessment data to inform program planning. *Checked:* 20 (4%)	
	Establishes a safe and orderly classroom. *Checked:* 363 (70%)	Creates a classroom culture that empowers students to collaborate. *Checked:* 127 (24%)	Empowers and encourages students to create and maintain a safe and supportive school and community environment. *Checked:* 20 (4%)	*Checked:* 1 (0%)

FAQs

❑ What is the difference between Preliminary PDP and a PDP?

  ➢ Teachers who received a summary rating form in 2010-2011, will use the PDP created based upon the summary data for 2010-2011 next year.

  ➢ New teachers and teachers who did not receive a summary rating form will use the preliminary PDP.

FAQs

❑ Why are the standard and elements blank on the top of the PDP created with the Summary?

➤ Standards and elements that are marked "developing" or "not demonstrated" will automatically populate on the summary goal form/PDP as areas to be addressed. Standards and elements that are rated "proficient" or above will not automatically populate.

➤ Section A – Cannot be changed or edited

➤ Section B – Teacher and principal can co-author

FAQs

❑ Can I make changes after electronic signatures are authenticated?

  ➢ **NO**

FAQs

❑ Will the Professional Development Plan travel with the teacher if he/she moves?

  ➢ School to School within the same district – YES

  ➢ District to District – NO, the teacher would create a preliminary PDP in the new district.

Resources

❑ **Professional Development Webpage**

www.ncpublicschools.org/profdev

❑ **FAQs and Manuals (NCEES)**

www.ncpublicschools.org/profdev/training/online-evaluation

❑ **Online Evaluation System Demo Site**

https://mxweb.media-x.com/home/ncval/demo

❑ **NC Standards and Evaluation Course**

http://www.learnnc.org/courses/catalog/ncstandards

Questions

Thank you for attending this session!