



# NORTH CAROLINA Educator Effectiveness

Presentation to CMS Staff • July 2012



# Materials for Today

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# Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support



## 1. Rationale

Why we are doing this?

## 2. MET Research

Key ideas from recent research

## 3. Standard 6 & 8

How we'll include student growth in educator evaluations

## 4. Status

Determining educator effectiveness status

## 5. Support

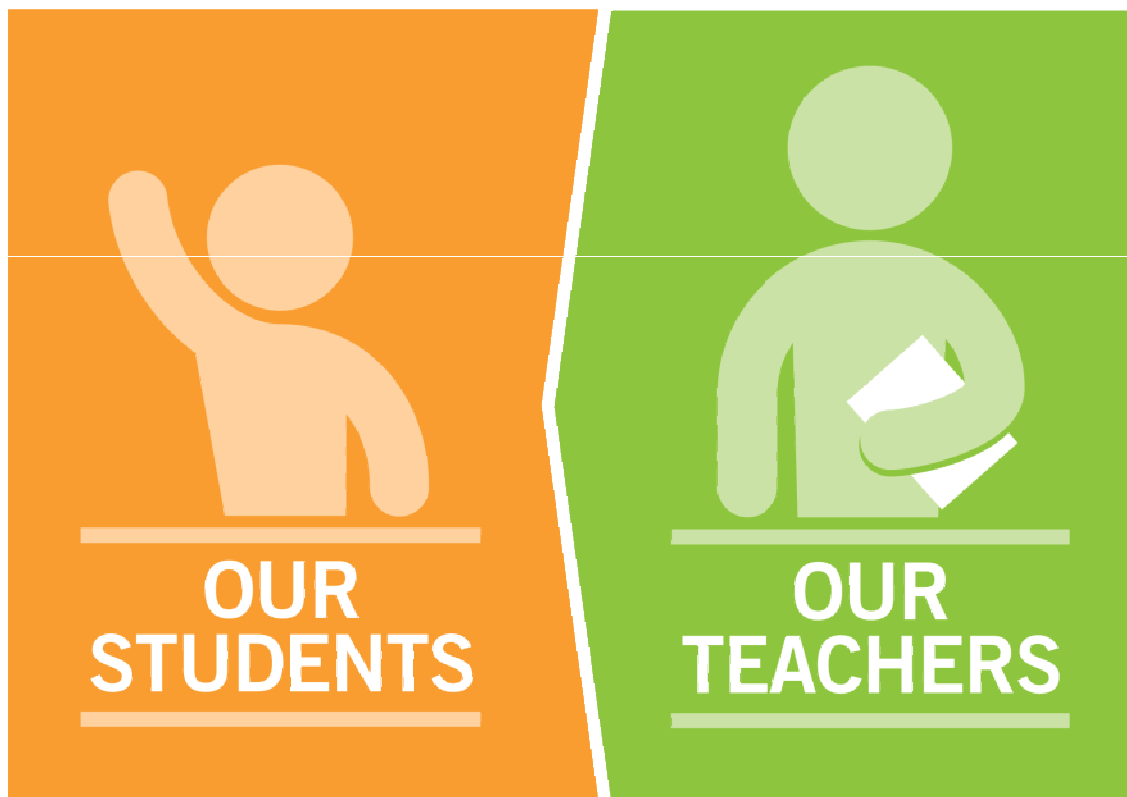
Professional development for improving practice

# Overview

Rationale - MET Research - Standard 6 & 8 - Status - Support

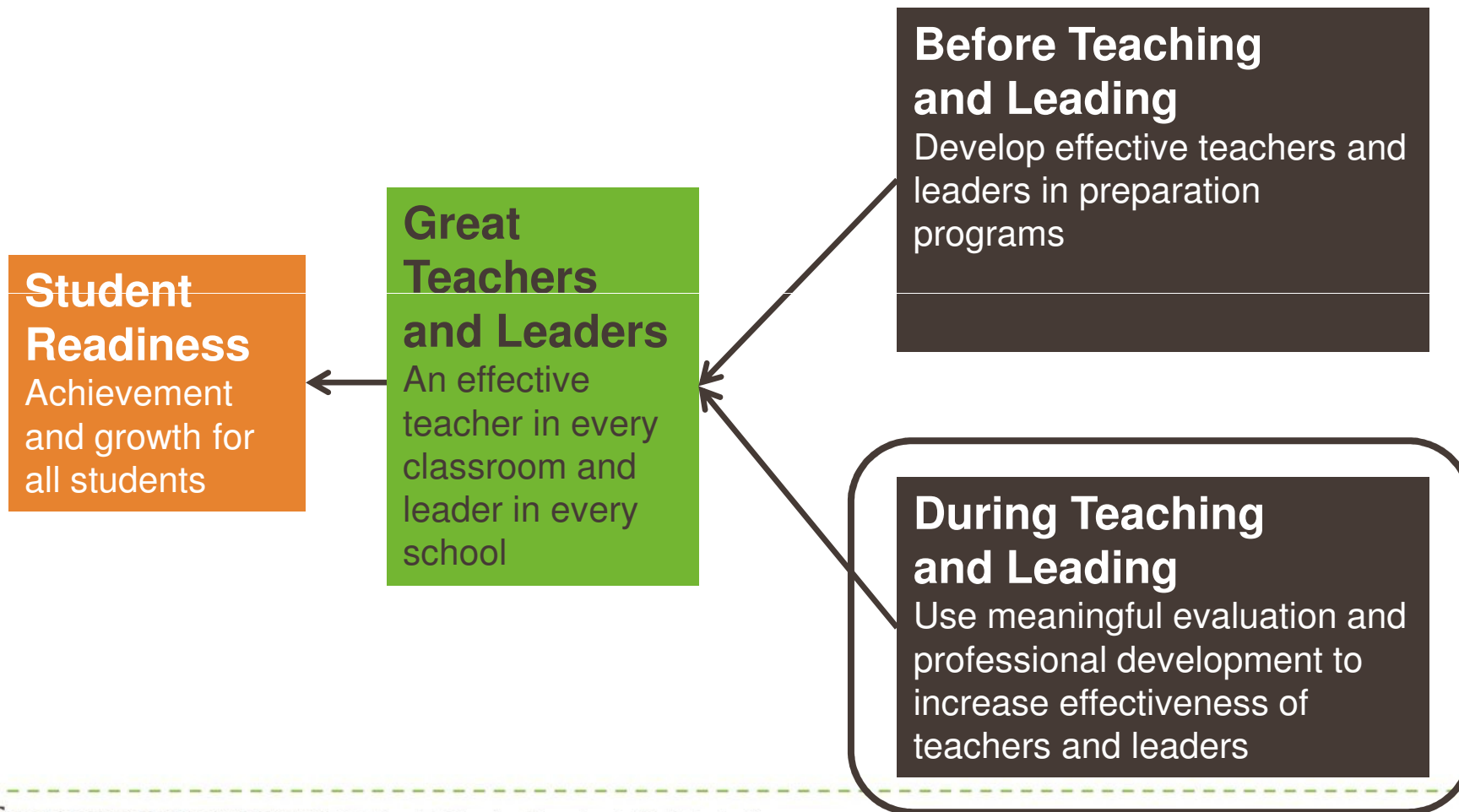


The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**



# What is our goal?

Rationale - MET Research - Standard 6 & 8 - Status - Support



# What is our goal?

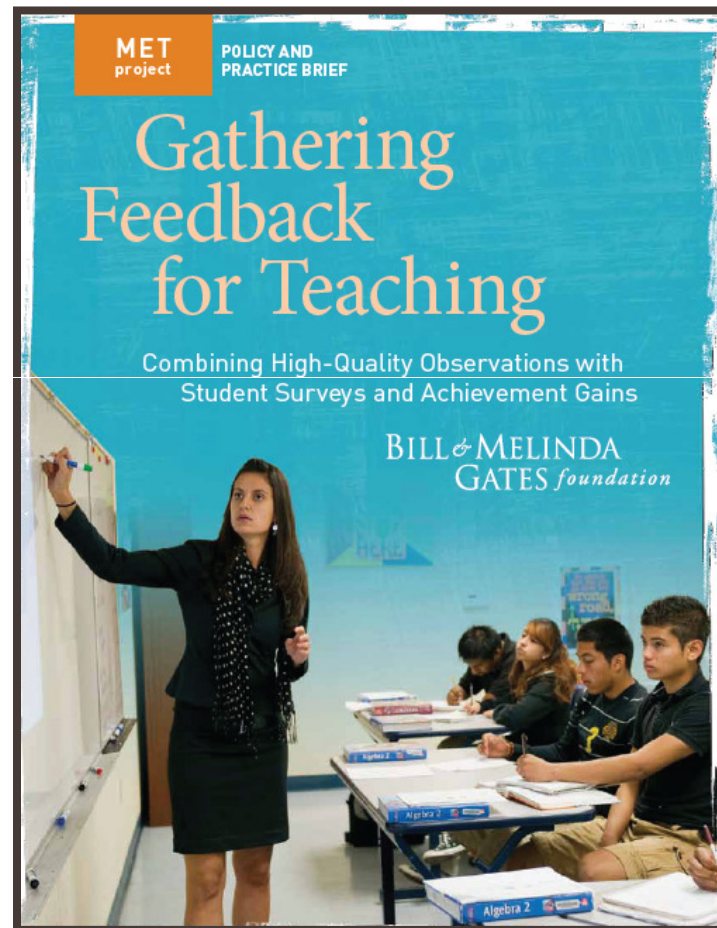
Rationale - MET Research - Standard 6 & 8 - Status - Support



**Big Question:**  
What is the best  
approach to  
Educator Evaluation  
and how do we get  
NC there?

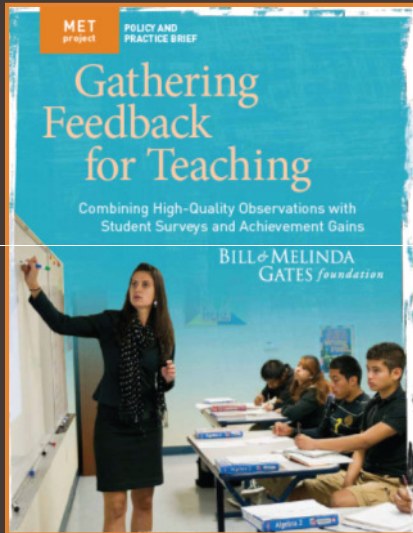
# Measures of Effective Teaching

Rationale - MET Research - Standard 6 & 8 - Status - Support



# Measures of Effective Teaching

Rationale - MET Research - Standard 6 & 8 - Status - Support



This research suggests:

- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

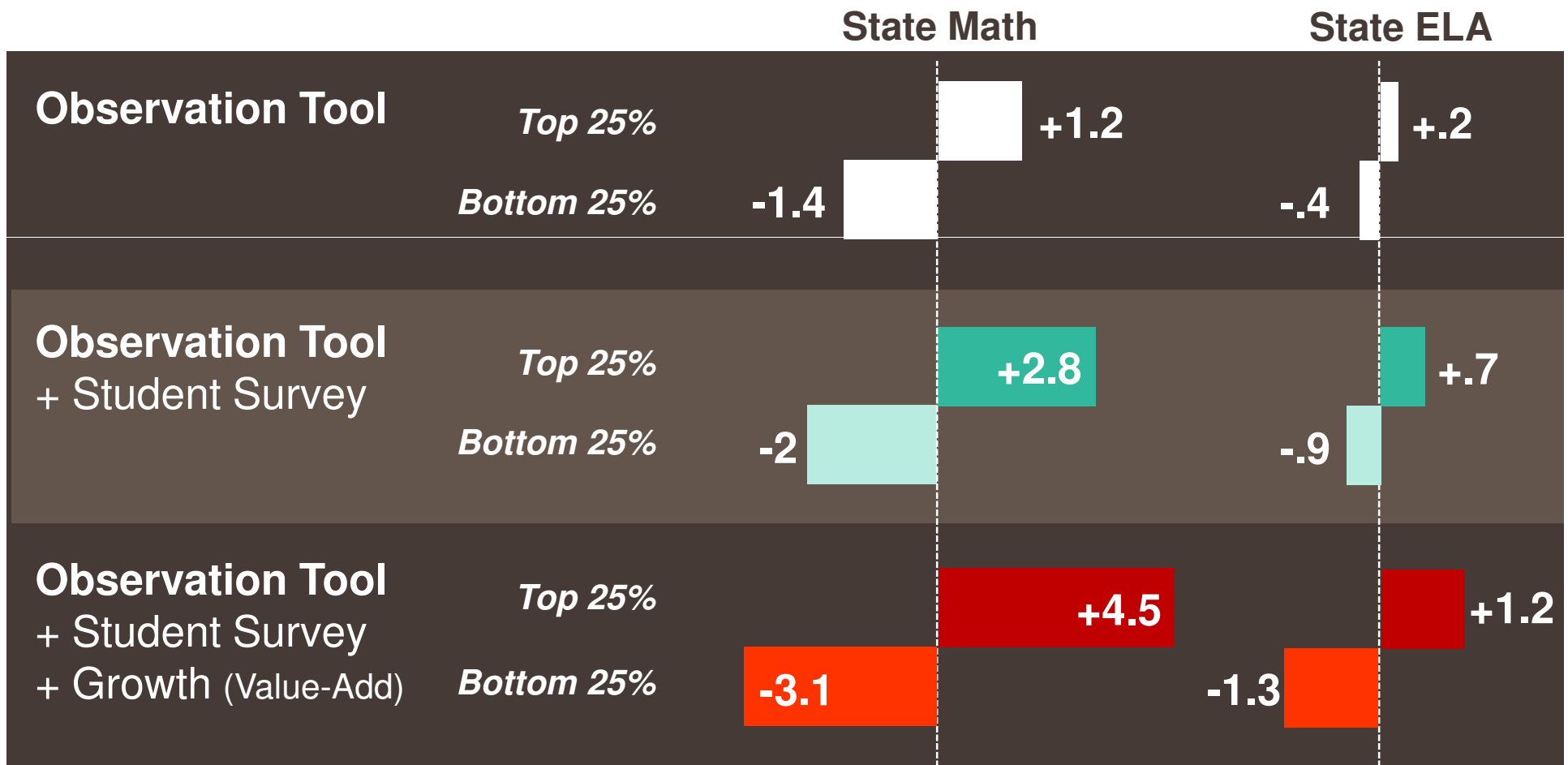


# Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support



## Months of Learning Gained or Lost

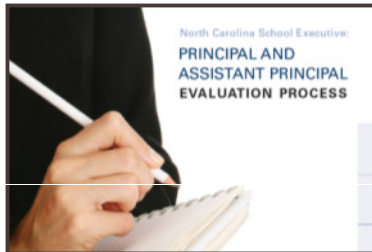


# What We Have

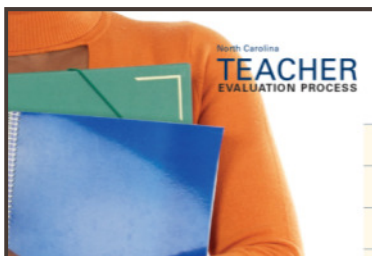
Rationale - MET Research - Standard 6 & 8 - Status - Support



## Evaluation Tools



Standards 1-7



Standards 1-5

## Some Assessments to Measure Growth

End of Grade  
End of Course  
VoCATs

Standard 8

End of Grade  
End of Course  
VoCATs

Standard 6

From the MET...

- Observation Tools
- Assessments to Measure Growth
- Student Survey

|  
**Exploring**  
*Pilot in 47 LEAs in  
2011-12*

# Observation + Other Measures

Rationale - MET Research - Standard 6 & 8 - Status - Support



- **Standard 6 and 8**

**We need a state-adopted growth model and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-tested, we need ways to measure growth**

# Standards 6 & 8 – The Basics

Rationale - MET Research - Standard 6 & 8 - Status - Support



## Teachers

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

<b>1</b> Strategic Leadership	<b>2</b> Instructional Leadership	<b>3</b> Cultural Leadership	<b>4</b> Human Resource Leadership	<b>5</b> Managerial Leadership	<b>6</b> External Development Leadership	<b>7</b> Micro-political Leadership	<b>8</b> Academic Achievement Leadership
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# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



Standard 6 and 8  
are measures of

# Growth

## Principals



# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



We will use

## Educator Value-Added Assessment System **EVAAS**

## Principals



for standards 6 & 8 when possible

# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



### How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

## Principals



### How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.  
*Every student must grow based on where they start.*

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



## Principals



**How will the ratings on Standards 6 & 8 work?**



# Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Principals



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

# Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



### 5 Rating Categories

Not Demonstrated  
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Does not Meet Expected Growth  
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# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Teachers



5 Rating Categories

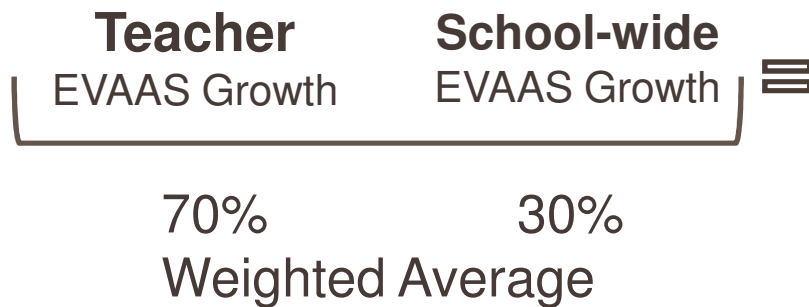
3 Ratings Categories

## Why the difference?

Identifying only three rating categories on **standard 6 & 8** improves certainty of categorization.

# Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support



## Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

# 6

## Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

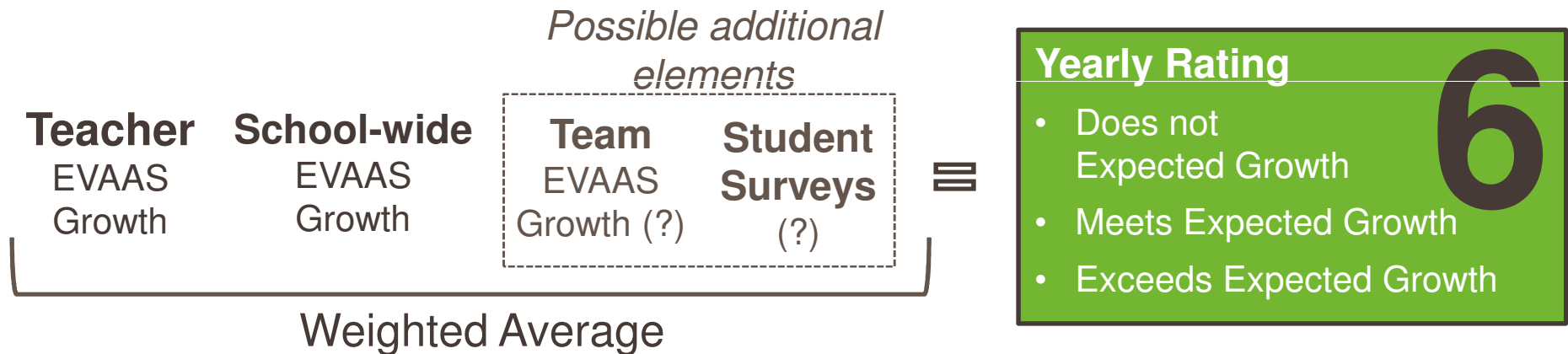
**Note:** *In 2011-12, teachers without individual EVAAS growth will have school-wide growth for Standard 6.*

# Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support



*We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13*



# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide**  
EVAAS  
Growth

=

## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

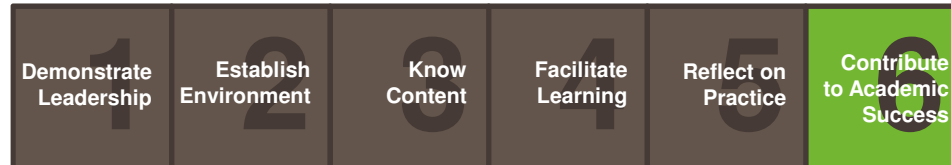
**8**

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support



**Teachers**



**Principals**



## Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



**What is the difference  
between Ratings and  
Status?**



# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



## Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

## Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

# Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

# 3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



<i>Rating from 2 years ago</i>	<i>Rating from 1 year ago</i>	<i>Rating from this year</i>
Standard <b>6</b>	Standard <b>6</b>	Standard <b>6</b>
<b>1.0</b> Met Expected Growth	<b>.8</b> Did not meet Expected Growth	<b>1.2</b> Met Expected Growth

$$1.0 + .8 + 1.2$$

3

$$= 1.0$$

**Met Expected Growth**  
3- year average rating on  
standard 6 for  
determining **status**

**Note:** A similar methodology applies to principals as well.

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



So once a educator has a three-year average rating for Standard 6 or 8, how is **status** determined?

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

# Teacher Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



		In Need of Improvement	Effective	Highly Effective
<h2>Standards 1-5</h2> <p>In the year</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px;">1 Demonstrate Leadership</div> <div style="border: 1px solid black; padding: 2px;">2 Establish Environment</div> <div style="border: 1px solid black; padding: 2px;">3 Know Content</div> <div style="border: 1px solid black; padding: 2px;">4 Facilitate Learning</div> <div style="border: 1px solid black; padding: 2px;">5 Reflect on Practice</div> </div>		<i>Any rating lower than proficient</i>	<i>Proficient or Higher on Standards 1-5</i>	<i>Accomplished or Higher on Standards 1-5</i>
		<b>And/Or</b>	<b>And</b>	<b>And</b>
<h2>Standard 6</h2> <p>Three-year rolling average</p> $\left( \begin{matrix} 2 \text{ years ago} \\ \text{6} \end{matrix} + \begin{matrix} 1 \text{ year ago} \\ \text{6} \end{matrix} + \begin{matrix} \text{This year} \\ \text{6} \end{matrix} \right) / 3$		<i>Does Not Meet Expected Growth</i>	<i>Meets or Exceeds Expected Growth</i>	<i>Exceeds Expected Growth</i>

# Principal Status

Rationale - MET Research - Standards 6 & 8 - **Status** - Support



	In Need of Improvement	Effective	Highly Effective
<p><b>Standards 1-7</b> In the year</p> <div style="display: flex; justify-content: space-between; font-size: small; text-align: center;"> <div style="width: 12%;">1 Strategic Leadership</div> <div style="width: 12%;">2 Instructional Leadership</div> <div style="width: 12%;">3 Cultural Leadership</div> <div style="width: 12%;">4 Human Resource Leadership</div> <div style="width: 12%;">5 Managerial Leadership</div> <div style="width: 12%;">6 External Development Leadership</div> <div style="width: 12%;">7 Micro-political Leadership</div> </div>	<p><i>Any rating lower than proficient</i></p>	<p><i>Proficient or Higher on Standards 1-7</i></p>	<p><i>Accomplished or Higher on Standards 1-7</i></p>
	<b>And/Or</b>	<b>And</b>	<b>And</b>
<p><b>Standard 8</b> Three-year rolling average</p> <p><math>( \text{2 years ago} + \text{1 year ago} + \text{This year} ) / 3</math></p>	<p><i>Does Not Meet Expected Growth</i></p>	<p><i>Meets or Exceeds Expected Growth</i></p>	<p><i>Exceeds Expected Growth</i></p>

# What Will Teachers See?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**



## North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington      **School:** Independence Elementary School  
**LEA:** Freedom County Schools      **Licensure:** Career-Status  
**Overall Status:** Effective

<b>Standard One:</b> Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Two:</b> Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Three:</b> Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Four:</b> Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Five:</b> Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Six:</b> Teachers contribute to the academic success of students.											
* Only three-year rolling average is used to determine overall status *											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average*		
Individual Student Growth: -1.8 School-wide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 School-wide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 School-wide Student Growth: .5 Year Three Growth: .68			<b>0.03</b>		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

<b>Overall Status:</b>	Needs improvement	Effective	Highly Effective
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# Measures of Student Learning

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**Measures of Student Learning**  
are being designed for non-tested  
subjects for district use to populated  
Standard 6

# Guiding Principles

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- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

# What MSLs Are



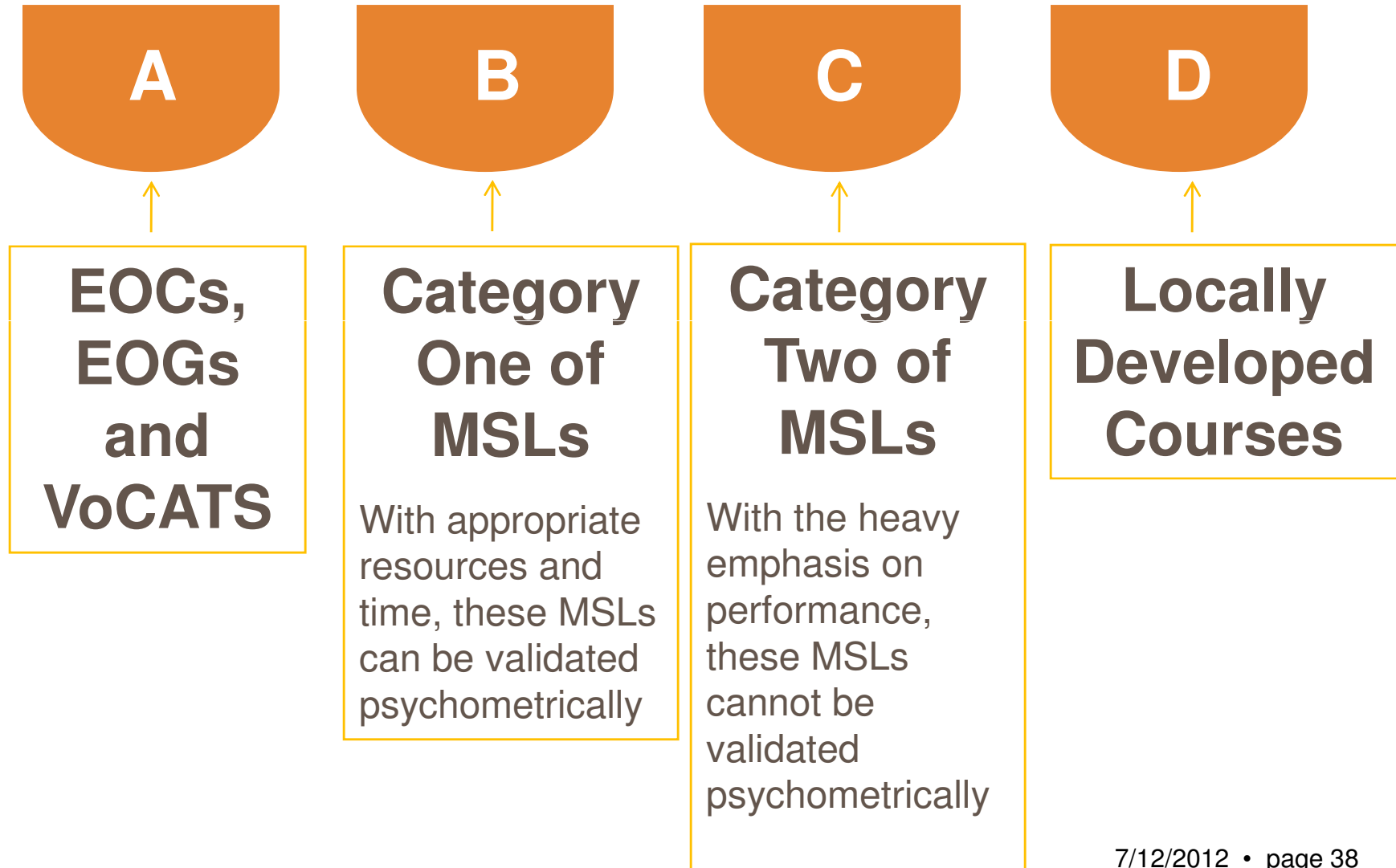
- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- **One** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

# What MSLS Are Not



- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

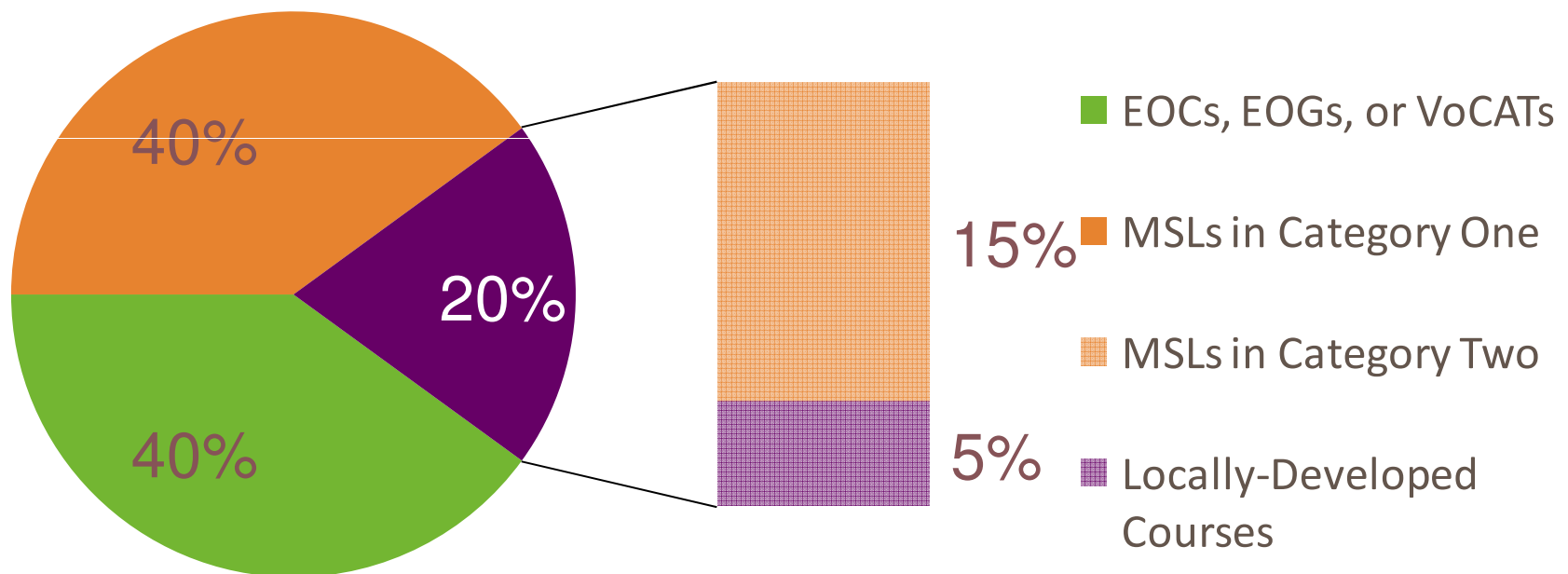
# Four Buckets of Assessment



# A Picture of Assessment



## North Carolina Teacher Workforce



# Challenge: Bias and Reliability in Grading

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Given the variety of items desired by the teacher design groups, educators will need to play a role in assessing student performance on Measures of Student Learning according to standardized rubrics

Their involvement introduces the risk for bias, even if teachers are not grading their own students' work

Teachers are concerned about when they will have time to grade the performance tasks in the Measures of Student Learning



# Challenge: Equality Among Content Areas

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Balance of instructional time between content areas

Ratings generated by a mathematical model and those selected by principals based on data

# Challenge: Secure Administration

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Districts receive PDF files for all MSLS

Districts will be able to order answer sheets and modified assessments, or create their own

DPI will provide guidelines and best practices for administration and scoring

# Contact Information

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## Today's Presenter:

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**Questions about educator effectiveness?  
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