

**ORANGE COUNTY
BOARD OF EDUCATION
AGENDA ITEM ABSTRACT**

Meeting Date: May 14, 2012

**AGENDA
ITEM No.** 12-05-12

ACTION ITEM: (Y/N) N

SUBJECT: State Board of Education's Educator Effectiveness Model Report

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ATTACHMENT: 1. State Board of Education Policy on Standards and Criteria for Evaluations
2. PowerPoint Presentation

PURPOSE: To present an overview of the State Board of Education's Educator Effectiveness Model.

BACKGROUND: In July 2011, the State Board of Education added new standards to the Teacher and Principal Evaluation Processes. The new standards for teachers, principals and assistant principals focus on the academic growth individual students make and the amount of student growth taking place school-wide under an administrator's leadership. In March 2012, the State Board of Education adopted its model for measuring teacher and administrator effectiveness based on student growth.

The measurement tool being used is the Educator Value-Added Assessment System (EVAAS) which provides a value-added score to student growth. These include current End of Course, End of Grade, and VoCATs tests that are administered. Similar measures will be put in place for classes and grades that are currently not tested. These are called Measures of Student Learning, or MSLs. Several hundred teachers from across the state are providing input to the Department of Public Instruction's Race to the Top team regarding the make-up of the MSLs.

For the 2011-12 school year, teacher effectiveness will be based on the individual teacher's student growth data (70%) and school-wide data (30%) for those who teach End of Grade/Course tests and VoCATs. For all others, it will be based on school-wide data (100%). Administrative effectiveness will be determined by the school-wide data (100%). In the following years, teacher effectiveness will be based on individual student achievement data, school-wide data, and student survey data. It is possible other data may be considered such as a teacher group or teacher team score.

Teacher and administrator effectiveness data will be entered into the online evaluation system by the Department of Public Instruction each fall after the State Board of Education certifies the student test data. Each year, teachers and administrators will have a rating, and every three years they will have an overall status. The overall status will be based on the ratings on all standards in the evaluation instrument (Standards 1 – 5 for Teachers and Standards 1 – 7 for Administrators), as well as standards 6 and 8 scores respectively.

FINANCIAL IMPACT: None.

RECOMMENDATION: The Superintendent recommends the Board of Education receive the State Board of Education's Educator Effectiveness Model Report for information purposes.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Qualifications and Evaluations

Policy ID Number: TCP-C-006

Policy Title: Policy on Standards and Criteria for Evaluation of Professional School Employees

Current Policy Date: 03/01/2012

Other Historical Information: Previous Board date: 05/08/1998, 01/13/1999, 11/02/2006, 12/07/2006, 06/07/2007, 09/06/2007, 12/04/2008/06/30/2010, 06/02/2011, 08/04/2011

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6C .0504

THIS POLICY HAS BEEN ADOPTED BY THE NC STATE BOARD OF EDUCATION, BUT IS STILL PENDING CODIFICATION BY THE NC ADMINISTRATIVE CODE. ALL CODIFIED RULES MAY BE ACCESSED BY GOING TO THE OAH WEBSITE.

Standards for Teacher Evaluation

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students
- Communicate vision to students

- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all staff to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school, district, and across the state. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of good working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS.

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

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 child'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.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for children of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

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/guardians, and the community. Teachers improve communication and collaboration between the school and the home and 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 children.

- Improve communication and collaboration between the school and the home and community.
- Promote trust and understanding and build partnership with school community.
- Seek solutions to overcome obstacles that prevent parental/community involvement.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH.

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the NC Standard Course of Study, 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 which 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/discipline.

- Teach the NC Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

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 a broad knowledge across

disciplines. Middle school and high school teachers have depth in one or more specific content areas/disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity in subject

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. 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 the subjects they teach.

- Know links between grade/subject and the Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

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 North Carolina Standard Course of Study and 21st Century content which includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self direction, and social responsibility.
- Demonstrate the interconnectedness between the core content and 21st Century content that includes global awareness, financial, economic, business and entrepreneurial literacy, civic literacy, and health and wellness awareness.

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Keep abreast of evolving research and understand the influences on student learning
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. They engage students in the learning process. Teachers understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with other teachers
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Assist students in use of technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem solving skills.

Teachers encourage students to use inquiry-based investigations, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems.

- Encourage students to ask questions, think creatively, innovate and test ideas, synthesize knowledge and draw conclusions

- Help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in classroom in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate students progress
- Provide opportunities for self-assessment
- Use 21st Century knowledge, skills, performance and dispositions

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE.

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

STANDARD VI: 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 data to demonstrate growth.

A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The student growth value places a teacher into one of three rating categories:

Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.

Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.

Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

For the 2011 – 2012 school year, the student growth value is a weighted measure of the following:

70% based on the student growth value for the individual students taught by the educator
30% based on the student growth value for the entire school

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

EFFECTIVENESS OF TEACHERS

Per federal requirements, the State must adopt definitions of effective and highly effective teachers.

A highly effective teacher is one who receives a rating of at least “accomplished” on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of “exceeds expected growth” on Standard 6 of the Teacher Evaluation Instrument.

An effective teacher is one who receives a rating of at least “proficient” on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of at least “meets expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A teacher in need of improvement is one who fails to receive a rating of at least “proficient” on each of the Teacher Evaluation Standards 1 – 5 or receives a rating of “does not meet expected growth” on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness.

Standards for Principal and Assistant Principal Evaluation

NORTH CAROLINA STANDARDS FOR SCHOOL EXECUTIVES

FUTURE-READY STUDENTS For the 21st Century

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

A New Vision of School Leadership

Public education's changed mission dictates the need for a new type of school leader -- an executive instead of an administrator. No longer are school leaders just maintaining the status quo by managing complex operations but just like their colleagues in business, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance. Schools need executives who are adept at creating systems for change and at building relationships with and across staff that not only tap into the collective knowledge and insight they possess but powerful relationships that also stir their passions for their work with children. Out of these relationships the executive must create among staff a common shared understanding for the purpose of the work of the school, its values that direct its action, and commitment and ownership of a set of beliefs and goals that focus everyone's decision making. The staff's common understanding of the school's identity empowers them to seek and build powerful alliances and partnerships with students, parents and community stakeholders in order to enhance their ability to produce increased student achievement. The successful work of the new executive will only be realized in the creation of a culture in which leadership is distributed and encouraged with teachers, which consists of open, honest communication, which is focused on the use of data, teamwork, research-based best practices, and which uses modern tools to drive ethical and principled, goal-oriented action. This culture of disciplined thought and action is rooted in the ability of the relationships among all stakeholders to build a trusting, transparent environment that reduces all stakeholders' sense of vulnerability as they address the challenges of transformational change.

Philosophical Foundation for the School Executive Standards

The following points underlie this work:

- Today schools must have proactive school executives who possess a great sense of urgency.
- The goal of school leadership is to transform schools so that large-scale, sustainable, continuous improvement becomes built in to their mode of operation.
- The moral purpose of school leadership is to create schools in which all students learn, the gap between high and low performance is greatly diminished and what students learn will prepare them for success in their futures, not ours.
- Leadership is not a position or a person. It is a practice that must be embedded in all job roles at all levels of the school district.

- The work of leadership is about working with, for and through people. It is a social act. Whether we are discussing instructional leadership, change leadership or leadership as learning, people are always the medium for the leader.
- Leadership is not about doing everything oneself but it is always about creating processes and systems that will cause everything to happen.
- Leadership is about the executive's ability to select and develop a strong executive staff whose complementary strengths promote excellence in all seven functions of leadership identified in this document.
- The concept of leadership is extremely complex and systemic in nature. Isolating the parts of leadership completely misses the power of the whole. It is not just knowing what to do, but why to do it, how to do it and when to do it.
- Within a school district there are nested leadership systems (local boards of education, central office, school, and classroom). For the organization to be successful these systems must be aligned and supportive, and function as a team.
- Leadership is about setting direction, aligning and motivating people to implement positive sustained improvement.
- Leaders bring their "person" to the practice of leadership. Matching the context of leadership to the "person" of the individual is important to the success of the leader.

Intended Purposes of the Standards

The North Carolina School Executive Standards have been developed as a guide for principals and assistant principals as they continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school executive's development, these standards will serve as an important tool for principals and assistant principals as they consider their growth and development as executives leading schools in the 21st century. Taken as a whole these standards, practices and competencies are overwhelming. One might ask, "How can one person possess all of these?" The answer is they can not. It is, therefore, imperative that a school executive understands the importance of building an executive team that has complementary skills. The more diversity that exists on the team the more likely the team will be to demonstrate high performance in all critical function areas. The main responsibility of the school executive is to create aligned systems of leadership throughout the school and its community.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of school executive degree programs;
- Focus the goals and objectives of districts as they support, monitor and evaluate their school executives;
- Guide professional development for school executives;
- Serve as a tool in developing coaching and mentoring programs for school executives.

Organization of the Standards

Each standard is formatted as follows:

- **Standard:** The standard is the broad category of the executive's knowledge and skills;
- **Summary:** The summary more fully describes the content and rationale of each Standard;
- **Practices:** The practices are statements of what one would see an effective executive doing in each Standard;
- **Artifacts:** The artifacts are evidence of the quality of the executive's work or places where evidence can be found in each Standard. Collectively they could be the components of a performance portfolio. The lists of artifacts are not meant to be exhaustive.
- **Competencies:** Although not articulated there are many obvious competencies inherent in the practices of each critical leadership function. This document concludes with a list of those competencies which may not be obvious but that support practice in multiple leadership functions.

The Seven Standards of Executive Leadership and Their Connection

The seven critical standards used as the framework for the North Carolina School Executive Standards are borrowed from a Wallace Foundation study, *Making Sense of Leading Schools: A Study of the School Principalship* (2003). Unlike many current efforts that look at all of the things principals "might" or "should" do, this study examined what principals actually do. As such, it is grounded in practice, exploits story and narrative, and supports the distribution of leadership rather than the "hero leader."

North Carolina's Standards for School Executives are interrelated and connect in executives' practice. They are not intended to isolate competencies or practices. Executives' abilities in each standard will impact their ability to perform effectively in other standard areas. For example, the ability of an executive to evaluate and develop staff will directly impact the school's ability to reach its goals and will also impact the norms of the culture of the school.

School executives are responsible for ensuring that leadership happens in all seven critical areas, but they don't have to provide it.

The seven standards and their practices are:

Standard 1: Strategic Leadership

Summary: 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.

The school executive practices effective strategic leadership when he or she

- Is able to share a vision of the changing world in the 21st century that schools are preparing children to enter;
- Systematically challenges the status quo by leading change with potentially beneficial outcomes;
- Systematically considers new ways of accomplishing tasks and is comfortable with major changes in how processes are implemented;
- Utilizes data from the NC Teacher Working Conditions Survey in developing the framework for continual improvement in the School Improvement Plan;
- Is a driving force behind major initiatives that help students acquire 21st century skills;
- Creates with all stakeholders a vision for the school that captures peoples' attention and imagination;
- Creates processes that provide for the periodic review and revision of the school's vision, mission, and strategic goals by all school stakeholders;
- Creates processes to ensure the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school;
- Adheres to statutory requirements regarding the School Improvement Plan;
- Facilitates the collaborative development of annual school improvement plans to realize strategic goals and objectives;
- Facilitates the successful execution of the school improvement plan aligned to the mission and goals set by the State Board of Education;
- Facilitates the implementation of state education policy inside the school's classrooms;
- Facilitates the setting of high, concrete goals and the expectations that all students meet them;
- Communicates strong professional beliefs about schools, teaching, and learning that reflect latest research and best practice in preparing students for success in college or in work;
- Creates processes to distribute leadership throughout the school.

Artifacts:

- Degree to which school improvement plan strategies are implemented, assessed and modified
- Evidence of an effectively functioning, elected School Improvement Team
- NC Teacher Working Conditions Survey
- School improvement plan, its alignment with district and state strategic priorities, and a plan for growth on items of concern as evidenced in the NC TWC Survey

- The degree to which staff can articulate the school's direction and focus
- Student testing data

Standard 2: Instructional Leadership

Summary: School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and the sharing of this work throughout the professional community.

The school executive practices effective instructional leadership when he or she

- Focuses his or her own and others' attention persistently and publicly on learning and teaching by initiating and guiding conversations about instruction and student learning that are oriented towards high expectations and concrete goals;
- Creates an environment of practiced distributive leadership and teacher empowerment;
- Demonstrates knowledge of 21st century curriculum, instruction, and assessment by leading or participating in meetings with teachers and parents where these topics are discussed, and/or holding frequent formal or informal conversations with students, staff and parents around these topics;
- Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- Creates processes and schedules that facilitate the collaborative (team) design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge;
- Challenges staff to reflect deeply on and define what knowledge, skills and concepts are essential to the complete educational development of students;
- Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction;
- Creates processes for identifying, benchmarking and providing students access to a variety of 21st century instructional tools (e.g., technology) and best practices for meeting diverse student needs;
- Creates processes that ensure the strategic allocation and use of resources to meet instructional goals and support teacher needs;
- Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction;
- Creates processes that protect teachers from issues and influences that would detract from their instructional time;

- Systematically and frequently observes in classrooms and engages in conversation with students about their learning.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey
- Student achievement data
- Dropout data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students (ESOL, exceptional children, Level I and Level II children)
- Evidence of the team development and evaluation of classroom lessons

Standard 3: Cultural Leadership

Summary: School executives will understand and act on the understanding of the important role a school's culture contributes to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "recreate" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school as the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

The school executive practices effective cultural leadership when he or she

- Creates a collaborative work environment predicated on site-based management that supports the "team" as the basic unit of learning and decision-making within the school and promotes cohesion and cooperation among staff;
- Communicates strong ideals and beliefs about schooling, teaching, and professional learning communities with teachers, staff, parents, and students and then operates from those beliefs;
- Influences the evolution of the culture to support the continuous improvement of the school as outlined in the school improvement plan;
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school identity that emphasizes a sense of community and cooperation to guide the disciplined thought and action of all staff and students;

- Systematically and fairly acknowledges failures and celebrates accomplishments of the school and staff;
- Visibly supports the positive, culturally-responsive traditions of the school community;
- Promotes a sense of well-being among staff, students and parents;
- Builds a sense of efficacy and empowerment among staff that result in a “can do” attitude when faced with challenges;
- Empowers staff to recommend creative 21st century concepts for school improvement

Artifacts:

- Work of Professional Learning Communities within and tangential to the school
- Documented use of the SIT in decision-making throughout the year
- NC Teacher Working Conditions Survey
- School improvement plan
- Teacher retention data
- Student achievement data
- Awards structure developed by school

Standard 4: Human Resource Leadership

Summary: School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

The school executive practices effective human resource leadership when he or she

- Provides structures for the development of effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and for 21st century student learning;
- Models the importance of continued adult learning by engaging in activities to develop personal knowledge and skill along with expanded self – awareness;
- Communicates a positive attitude about the ability of staff to accomplish substantial outcomes to improve their efficacy;

- Creates processes for teachers to assume leadership and decision making roles within the school that foster their career development;
- Creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school;
- Uses the results of the Teacher Working Conditions Survey to create and maintain a positive work environment for teachers and other staff;
- Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve performance;
- Provides for results-oriented professional development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to school improvement goals and is differentiated based on staff needs;
- Continuously searches for the best placement and utilization of staff to fully benefit from their strengths;
- Is systematically and personally involved in the school's professional activities.

Artifacts:

- School improvement plan
- NC Teacher Working Conditions Survey – with special emphasis on the leadership and empowerment domains
- Copy of master school schedule documenting the time provided for individual and collaborative planning for every teacher
- Number of National Board Certified teachers
- Teacher retention data
- Number of teachers pursuing school executive credentials, National Board Certification, or advanced licensure in their teaching areas
- Records of school visits for the purpose of adult learning
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Mentor records, beginning teacher feedback, and documentation of correlation of assignment of mentor to mentee
- Copies of professional growth plans
- Student achievement data

Standard 5: Managerial Leadership

Summary: School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decisions so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of every day life is critical for staff to be able to focus its energy on improvement.

The school executive practices effective managerial leadership when he or she

- Creates processes to provide for a balanced operational budget for school programs and activities;
- Creates processes to recruit and retain a high-quality workforce in the school that meets the diverse needs of students;
- Creates processes to identify and solve, resolve, dissolve or absolve school-based problems/conflicts in a fair, democratic way;
- Designs a system of communication that provides for the timely, responsible sharing of information to, from, and with school and district staff;
- Designs scheduling processes and protocols that maximize staff input and addresses diverse student learning needs;
- Develops a master schedule for the school to maximize student learning by providing for individual and on-going collaborative planning for every teacher;
- Collaboratively develops and enforces clear expectations, structures, rules and procedures for students and staff.

Artifacts:

- NC Teacher Working Conditions Survey
- School Improvement Plan
- External reviews, such as budget
- Copies of master schedules/procedures
- Communication of safety procedures and behavioral expectations throughout the school community

Standard 6: External Development Leadership

Summary: A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but in fact build community, the leader proactively creates with staff opportunities for parents, community and business

representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.

The school executive practices effective external development leadership when he or she

- Implements processes that empower parents and other stakeholders to make significant decisions;
- Creates systems that engage all community stakeholders in a shared responsibility for student and school success;
- Designs protocols and processes that ensures compliance with state and district mandates;
- Creates opportunities to advocate for the school in the community and with parents;
- Communicates the school’s accomplishments to the district office and public media in accordance with LEA policies;
- Garners fiscal, intellectual and human resources from the community that support the 21st century learning agenda of the school;
- Builds relationships with individuals and groups to support specific aspects of the learning improvement agenda and also as a source of general good will.

Artifacts:

- PTSA participation
- PTSA meeting agendas, bulletins, etc.
- Parent attendance at school improvement team meetings
- Survey results from parents
- Evidence of visible support from community
- Booster club participation
- Number of school volunteers
- Plan for shaping the school’s image throughout the community
- PTSA membership
- Evidence of business partnerships and projects involving business partners

Standard 7: Micropolitical Leadership

Summary: The school executive will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build social cohesion and to facilitate distributed governance and shared decision-making.

The school executive practices effective micropolitical leadership when he or she:

- Uses the School Improvement Team to make decisions and provides opportunities for staff to be involved in developing school policies;
- Creates an environment and mechanisms to ensure all internal stakeholder voices are heard and respected;
- Creates processes and protocols to buffer and mediate staff interests;
- Is easily accessible to teachers and staff;
- Designs transparent systems to equitably manage human and financial resources;
- Demonstrates sensitivity to personal needs of staff;
- Demonstrates awareness of informal groups and relationships among school staff and utilizes these as a positive resource;
- Demonstrates awareness of hidden and potentially discordant issues in the school;
- Encourages people to express opinions contrary to those of authority;
- Demonstrates ability to predict what could go wrong from day to day;
- Uses performance as the primary criterion for reward and advancement;
- Maintains high visibility throughout the school;
- Maintains open, vertical and horizontal communications throughout the school community.

Artifacts:

- NC Teacher Working Conditions Survey
- Teacher retention data
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Evidence of shared decision-making

- Evidence of use of a decision matrix
- Evidence of a school that operates through teams
- Evidence of distributed leadership

Standard 8: Academic Achievement Leadership

Summary: School executives will contribute to the academic success of students. The work of the school executive will result in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

An executive's rating on the eighth standard is determined by a school-wide student growth value as calculated by the statewide growth model for educator effectiveness. The student growth value places an executive into one of three rating categories:

Does not meet expected growth: the school-wide student growth value for is lower than what was expected per the statewide growth model.

Meets expected growth: the school-wide student growth value is what was expected per the statewide growth model.

Exceeds expected growth: the school-wide student growth value exceeds what was expected per the statewide growth model.

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

EFFECTIVENESS OF SCHOOL EXECUTIVES

Per federal requirements, the State must adopt definitions of effective and highly effective school executives.

A highly effective administrator is one who receives a rating of at least "accomplished" on each of the Principal Evaluation Standards 1 – 7 and receives a rating of "exceeds expected growth" on Standard 8 of the Principal Evaluation Instrument.

An effective administrator is one who receives a rating of at least "proficient" on each of the Principal Evaluation Standards 1 – 7 and receives a rating of at least "meets expected growth" on Standard 8 of the Principal Evaluation Instrument.

An administrator in need of improvement is one who fails to receive a rating of at least "proficient" on each of the Principal Evaluation Standards 1 – 7 or receives a rating of "does not meet expected growth" on Standard 8 of the Principal Evaluation Instrument.

Educator Effectiveness



An Overview of the State Board of Education's
Teacher and Principal Effectiveness Model

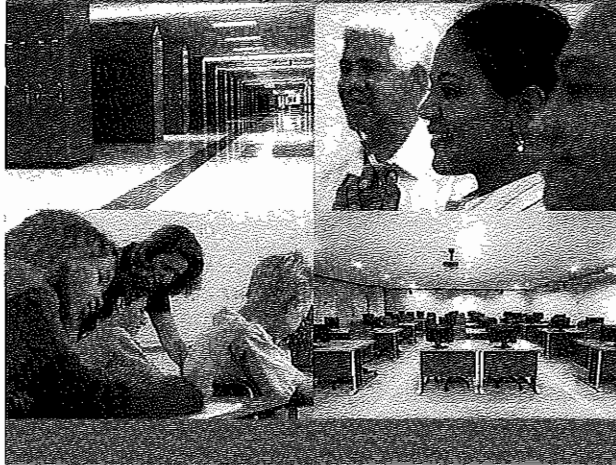
Presented to the Orange County Schools'
Board of Education
May 14, 2012

Note: Slides are excerpts from NC DPI's READY meetings presentations

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Draft – March 2012. Check <http://www.ncpublicschools.org/ready/resources> for Updates to this Presentation

Teacher Effectiveness and Support for Growth



Using meaningful
evaluation to
increase
effectiveness of
teachers and
leaders

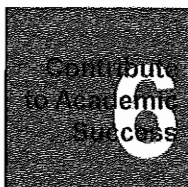
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Growth Model

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



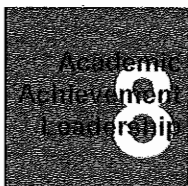
Teachers



- Standards 6 and 8 are measures of Growth

- Will use EVAAS (Educator Value-Added Assessment System) for measures

Principals



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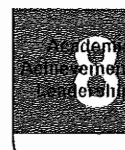
Principal Rating Categories

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



Principals

Strategic Leadership	Instructional Leadership	Cultural Leadership	Human Resource Leadership	Managerial Leadership	External Development Leadership	Micro-political Leadership
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5 Rating Categories

- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

3 Rating Categories

- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

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Principal Ratings

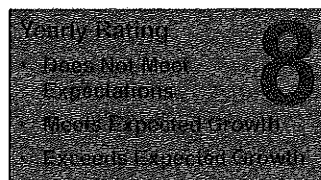
Rationale - MET Research - Standards 6 & 8 - Status - Support - MSLs



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

School-wide
EVAAS
Growth

=



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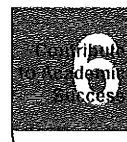
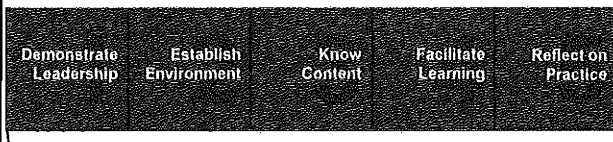
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Teacher Ratings Categories

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



Teachers



5 Rating Categories

- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

3 Rating Categories

- Does Not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

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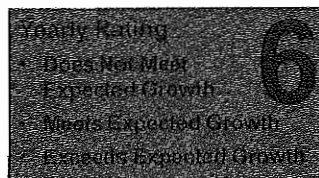
Teacher Ratings in 2011-12

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



Teacher EVAAS Growth + School-wide EVAAS Growth =

Weighted Average



Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes
- **Teacher = 70% and School-wide = 30%**

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

Status

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



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**

Draft – March 2012. Check <http://www.nj.gov/education/standards/ready/ready2012/updates> for Updates to this Presentation

Support for Teachers and Principals

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



• Teachers

- Increased Professional Development
- Support in content and pedagogy (Common Core & Essential Standards, Data Literacy)

• Principals

- Increased training and support in the use of the Teacher Evaluation Instrument (Standards 1-5)
- Increased Professional Development (Instructional Leadership and Management)

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Draft – March 2012. Check <http://www.ncpublicschools.org/ready/resources/> for Updates to this Presentation

Measures of Student Learning (MSLs)



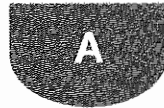
- Begin designed for non-tested subjects
- Similar to the common summative assessments that are already in place
- Most will be ready for administration during the 2012-13 school year; others will be developed during the year for likely administration in 2013-2014

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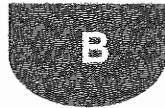
Draft – March 2012. Check <http://www.ncpublicschools.org/ready/resources/> for Updates to this Presentation

Four Buckets of Assessments for Growth

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

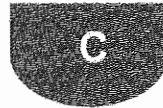


**EOCs,
EOGs
and
VoCATS**



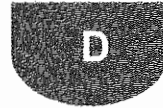
**Category
One of
MSLs**

With appropriate resources and time, these MSLs can be validated psychometrically



**Category
Two of
MSLs**

With the heavy emphasis on performance, these MSLs cannot be validated psychometrically



**Locally
Developed
Courses**

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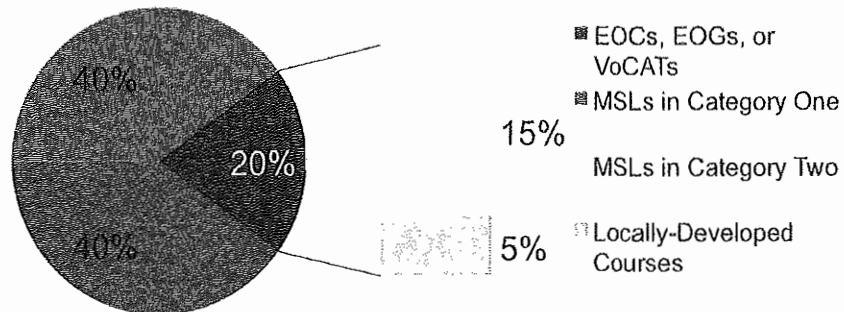
Draft - March 2012. Check <http://www.ncpublicschools.org/assessment/updates> for Updates to this Presentation

A Picture of Assessment

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



North Carolina Teacher Workforce



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Draft - March 2012. Check <http://www.ncpublicschools.org/assessment/updates> for Updates to this Presentation