



North Carolina Educator Evaluation System (NCEES) Description and Using Evaluations for Decision-making

Descriptor (a)(1). Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal;

Descriptor (a)(2). Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal;

The 2010 – 2011 school year marked the first year of full implementation of the NC Educator Evaluation System (NCEES) for teachers and school administrators. The NCEES, which is aligned to the new NC Professional Teaching Standards, also supports the State Board of Education's Future-Ready Mission and Goals, the Framework for 21st Century Skills, research from the NC Teacher Working Conditions Survey, program approval for Schools of Education and MSA Programs, and professional development and mentoring programs. Based upon the work of Charlotte Danielson, it reflects the complexity of education in the 21st century by emphasizing the important roles of leadership, teamwork and collaboration, higher order thinking, authentic assessment, and technology-infused learning.

NCEES for Teachers:

The NCEES for teachers includes six standards:

1. Teachers demonstrate leadership.
2. Teachers establish a respectful environment for a diverse population of students.
3. Teachers know the content they teach.
4. Teachers facilitate learning for their students.
5. Teachers reflect on their practice
6. Teachers contribute to the academic success of students.

For Standards 1 – 5, teachers receive a rating of:

- Not demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

For Standard 6, teachers receive a rating of:

- Does not meet expected growth
- Meets expected growth
- Exceeds expected growth

In the 2011 – 2012 school year, the standard six rating is based on a weighted average of two components: 70% of the rating is based on the teacher's individual growth value as determined by EVAAS, and 30% of the rating is based on the school-wide growth value as determined by EVAAS. For 2011 – 2012 only, teachers with no individual growth information will receive a sixth standard rating based solely on the school-wide growth value.

The State Board of Education will revisit the components of the sixth standard rating, and their respective weights, before approving a policy for the 2012 – 2013 school year.

After a teacher has three years of student growth information, he or she is eligible to receive an overall effectiveness status. A certain level of performance on all standards is required for an educator to be effective.

- An effective educator is one who receives a rating of at least proficient on each Standard 1 – 5, and a rating of at least meets expected growth on Standard Six.
- A highly effective educator is one who receives a rating of at least accomplished on each Standard 1 – 5, and a rating of exceeds expected growth on Standard Six.
- An educator in need of improvement is one who receives a rating below proficient on any Standards 1 – 5, and/or a rating of does not meet expected growth on Standard Six.

The NCEES for School Administrators:

The NCEES for school administrators includes:

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

For Standards 1 – 7, administrators receive a rating of:

- Not demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

For Standard 8, administrators receive a rating of:

- Does not meet expected growth
- Meets expected growth
- Exceeds expected growth

The standard eight rating is the school-wide growth value as determined by EVAAS.

After an administrator has three years of student growth information, he or she is eligible to receive an overall effectiveness status. A certain level of performance on all standards is required for an administrator to be effective.

- An effective administrator is one who receives a rating of at least proficient on each Standard 1 – 7, and a rating of at least meets expected growth on Standard Eight.
- A highly effective administrator is one who receives a rating of at least accomplished on each Standard 1 – 7, and a rating of exceeds expected growth on Standard Eight.
- An administrator in need of improvement is one who receives a rating below proficient on any Standards 1 – 7, and/or a rating of does not meet expected growth on Standard Eight.

Decisions Incorporating NCEES Information:

Granting tenure and full certification: After completing their fourth year of teaching, teachers are considered for Career status by their local Boards of Education. In making Career status (tenure) decisions, local Boards will consider the following state guidelines: eligible teachers should have been observed at least 16 times, they should meet the definition above of an effective teacher, and they must be offered a contract for the following year.

Removal of ineffective teachers: Currently, beginning teachers holding a Standard Professional 1 (SP1) license who do not achieve a rating of proficient or higher on all five NCEES standards by the end of their third year are not awarded a Standard Professional 2 (SP2) license, and they may not continue to teach¹. Experienced teachers with a SP2 license who are rated as developing or does not meet expected growth for one year on a standard are placed on a monitored growth plan. If they do not become proficient or meet expected growth by the end of the second year, they are placed on a directed growth plan for no more than one year. If proficiency or expected growth is not obtained, then the teacher is dismissed.

Principals maintain the authority to place teachers on growth plans when they deem appropriate, or to require more rapid improvement on the standards. School administrators must maintain data and documentation of performance issues to support their decisions.

Removal of ineffective principals: Superintendents evaluate principals annually using the NCEES. At the beginning of the year, each principal brings to a conference her or his school improvement plan, student achievement data, teacher working conditions survey results, and any other pertinent data requested by the superintendent. From these data, measureable goals are written for the year, are reviewed mid-year, and are evaluated at the end of the year. Based on her or his performance over two years, a principal may be dismissed or not have her or his contract renewed.

¹ The Standard Professional 1 License (SP1) is an initial license for beginning teachers and is intended for teachers with 0-2 years of teaching experience. This license expires after three years. The Standard Professional 2 License (SP2) is intended for teachers with 3 or more years of teaching experience and allows teachers to serve on an ongoing basis (NC State Board of Education Policy TCP-A-001).