



## **Planning Guidance for Implementation of NC's Educator Effectiveness Model**

**An optional guide to guide districts and charter schools through  
discussions and decision points to implement North Carolina's educator  
effectiveness model**

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## Introduction

North Carolina has embarked on an ambitious effort to strengthen its Educator Evaluation System and ensure that teachers and principals receive meaningful feedback that helps them improve their performance.

The State Board of Education has approved policies that outline requirements for the implementation of a statewide educator effectiveness model. The Department of Public Instruction offers a variety of tools to districts and charter schools to enable them to perform the challenging task of educator evaluation.

Outside of certain state-level policies and tools, the process of educator evaluation is inherently local. The evaluation of teachers and administrators is a district-level responsibility, and one that depends on how systems choose to implement the tools available from the State.

This optional planning guide presents districts and charter schools with the local decision points in North Carolina's educator effectiveness model. This document does not present answers or suggestions; it simply raises the questions for local school boards and staff to answer in a way that meets their own local needs and goals.

The Department of Public Instruction will not require districts or charter schools to use this guide, or submit any local plans on implementation of the educator effectiveness model. However, the Department does strongly recommend that districts and charter schools engage in a collaborative planning process that includes a thoughtful discussion of the decision points contained within.

The success of North Carolina's educator effectiveness model will be found in improved outcomes for our students. The State acknowledges that there may be various paths to get to this ultimate goal, and supports districts and charter schools as they establish their individual paths.

# The North Carolina Educator Evaluation System

Questions to be considered:

- How does your system ensure that all teachers receive an annual evaluation?
- How does your system ensure that all teachers develop an understanding of the working of the evaluation system and the NC Professional Teaching Standards?
- How do teachers in your system receive updated information on changes to the North Carolina Educator Evaluation System, including:
  - Annual evaluation requirement,
  - Abbreviated evaluation option,
  - Addition of sixth standard,
  - Overall educator status, and
  - Measures of Student Learning/Common Exams?
- How does your system ensure that all administrators receive an annual evaluation?
- How does your system ensure that all administrators develop an understanding of the working of the evaluation system and the NC Standards for School Executives?
- How does your system ensure that all administrators are trained to implement the Teacher Evaluation Process with fidelity and in an authentic manner?
- How do administrators in your system receive updated information on changes to the North Carolina Educator Evaluation System, including:
  - Evaluation requirements for teachers,
  - Addition of new sixth and eighth standards,
  - Overall educator status, and
  - Measures of Student Learning/Common Exams?
- How does your system ensure that all evaluators of school administrators develop an understanding of the working of the evaluation system and the NC Standards for School Executives?
- How does your system ensure that all evaluators of school administrators are trained to implement the School Executive Evaluation Process with fidelity and in an authentic manner?
- How do individuals in your system use reports from the online tool to set priorities for their professional development?
- How does your system use reports from the online tool in school and district improvement planning?
- How does your system communicate with the media and members of the public around the yearly release of educator effectiveness data?

- How does your system support teachers on monitored or directed growth plans, or mandatory improvement plans?
- Does your system have local board policies that align with State Board of Education policies around educator evaluation?

## Education Value-Added Assessment System (EVAAS)

Questions to be considered:

- Does your system have an EVAAS administrator, and is this person listed as the administrator with the EVAAS team at the SAS Institute?
- Who are the appropriate central office staff members who should have access to EVAAS? What levels of access should they have? Do they have these levels of access currently?
- Has your system updated EVAAS accounts so that school administrators have access to data from their schools?
- How do central office staff members, school administrators, and teachers access training on EVAAS?
- How does your system use EVAAS data in a formative manner (i.e. for student or teacher placement)?
- How will your system communicate around, train on, and complete the roster verification process in EVAAS?
- Does your system have local board policies around the use of, and access to, EVAAS? Are additional policies needed?

## System-Wide Data Quality

Questions to be considered:

- Does your system follow federal law around the requirement for teachers of Exceptional Children to be highly qualified? If not, how will you provide HQ teachers to all Exceptional Children?
- Does your system record both the regular education and Exceptional Children teachers as teachers of record for co-teaching environments? If not, how will you make the transition to do so? (NCWISE)
- Does your system schedule elementary school students in grades 3 – 5 in separate sections of Math, English Language Arts, Science, and Social Studies? If not, how will you make the transition to do so? (NCWISE)
- Does your system require final marks for students in grades 3 – 5 in Math, English Language Arts, Science and Social Studies? If not, how will you make the transition to do so? (NCWISE)
- How does your system determine which course codes are used to schedule students into courses and grades with state standards (not district electives)? (NCWISE)
- How does your system ensure that all users in the online NC Educator Evaluation System have correct Unique IDs? (Online NCEES)
- How does your system monitor the creation of users created in the online NC Educator Evaluation System? (Online NCEES)

# Implementation of the Measures of Student Learning/Common Exams

Questions to be considered:

- How will your system determine which teachers administer Measures of Student Learning/Common Exams?
- How will your system determine which Measures of Student Learning/Common Exams will be administered?
- How will your system use professional learning communities to share ideas on how to create and implement an overall plan for the common exams?
- How will your system communicate and share best practices between local education agency staff to ensure appropriate training, staff development, and support are offered to all teachers, principals, and related personnel involved in the common exams?
- How will your system inform school staff of the overall common exam implementation plan, including policies, procedures, roles, and responsibilities?
- How will your system develop policy and procedures for LEAs/schools to follow to submit and document medical exception requests for the common exams?
- How will your system determine if/how results from the common exams will be used in determining students' final grades?
- How will your system determine how and when schools will notify parents/guardians of the common exams and how the assessments will affect their children?
- How will your system schedule common exam testing windows that allow ample time for schools to complete, score, and submit results to the NCDPI?
- Will your system administer the common exams online, with paper/pencil, or in a hybrid mode?
- How will your system organize district and school-based teams with central office personnel to provide the infrastructure for communicating and training school personnel on scoring common exam performance tasks (i.e., short answer responses)?
- How will your system ensure the common exams are implemented in a secure manner?
- How will your system establish uniform procedures for the distribution of assessment materials to students (i.e., blank paper, sharpened pencils, calculators, answer sheets, assessment books)?
- How will your system establish procedures for the distribution and collection of the common exam materials?

- How will your system designate roles and responsibilities for school personnel at the district and school levels, such as: human resources staff, school administrators, teachers, district testing directors/coordinators, and school testing coordinators?
- How will your system ensure that local board policies around the common exams are put in place?