

## Evaluating Teacher Performance

To begin the **Summary Evaluation** process, an evaluator must first determine the appropriate rating for each NCEES element. Within the five NCEES standards, there are 25 elements.

Evaluators identify the element ratings by reviewing ***NCEES Observation Scoring Summary*** to see the aggregation of all descriptors marked throughout the year. The illustration below represents an example of scoring summary data for the first two elements in Standard I.

## Standard I: Teachers Demonstrate Leadership

Observation	<b>Element Ia. Teachers lead in their classrooms.</b> 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.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<div>✓</div> <div>3</div> <div>2</div> <div>Developing</div>	<div>3</div> Understands how they contribute to students graduating from high school. <div>2</div> Uses data to understand the skills and abilities of students.	<div>and</div> <div>1</div> Takes responsibility for the progress of students to ensure that they graduate from high school. <div>2</div> Provides evidence of data-driven instruction throughout all classroom activities. <div>3</div> Establishes a safe and orderly classroom.	<div>... and</div> <div>1</div> Communicates to students the vision of being prepared for life in the 21st century. <div>2</div> Evaluates student progress using a variety of assessment data. <div>3</div> Creates a classroom culture that empowers students to collaborate.	<div>... and</div> <div>1</div> Encourages students to take responsibility for their own learning. <div>2</div> Uses classroom assessment data to inform program planning. <div>3</div> Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
Observation	<b>Element Ib. Teachers demonstrate leadership in the school.</b> 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.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<div>3</div> <div>2</div> <div>Proficient</div>	<div>3</div> Attends professional learning community meetings. <div>2</div> Displays awareness of the goals of the school improvement plan.	<div>and</div> <div>3</div> Participates in professional learning community. <div>2</div> Collaborates with school personnel on developing and/or implementing the school improvement plan.	<div>... and</div> <div>1</div> Assumes a leadership role in professional learning community. <div>2</div> Collaborates with school personnel on school improvement activities.	<div>... and</div> <div>3</div> Collaborates with colleagues to improve the quality of learning in the school. <div>2</div> Assumes a leadership role in implementing school improvement plan throughout the building.	

To determine the correct rating, the evaluator should begin in the left-hand column of each element section and ask the question, “*Was everything in this column seen at least once, across all observations?*” If the answer is “yes,” the evaluator moves to the next column and asks the question again, proceeding accordingly until the column is reached where a descriptor was never checked in any of the observations.

Once this point is reached, the element rating is the column that precedes the “zero” (○).

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At the end of the school year, in addition to identifying the ratings for each of the elements, the evaluator must also determine an overall rating for each of the NCEES Standards during the Summary Evaluation Conference.

At that time:

- Teachers may provide comments and/or additional artifacts to be considered by the evaluator before making the final standard ratings.
- For each standard I-V, the evaluator makes a reasonable assessment, based upon evidence (Considering the element ratings derived from observations, and any/all other relevant information that can help inform the rating of the overall standard).
- Comments should be written as necessary to support/reflect the ratings.
- Teacher signature indicates the observation was shared and reviewed.
- Evaluator signature indicates the observation was reviewed and required evaluation processes were followed.

### Example of Scoring the Summary/End-of-Year Rating Sheet

Summary Rating Sheet for Teachers: After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<b>Standard I: Teachers demonstrate leadership</b>					
A. Leads in the classroom	X				
B. Leads in the school		X			
C. Leads the teaching profession		X			
D. Advocates for the school and students		X			
E. Demonstrates high ethical standards		X			
<b>Overall Rating for Standard I</b>		X			
<b>Standard II: Teachers establish a respectful environment for a diverse population</b>					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible		X			
B. Embraces diversity in the classroom, community and in the world				X	
C. Treats all students with respect		X			
D. Provides for students with special needs		X			
E. Involves parents and significant adults in the lives of their students				X	
<b>Overall Rating for Standard II</b>		X			
<b>Standard III: Teachers know the content they teach</b>					
A. Instruction with the North Carolina Standard Course of Study		X			
B. Knows the content appropriate to the teaching specialty		X			
C. Recognizes the interconnectedness of content areas/disciplines		X			
D. Makes instruction relevant to students				X	
<b>Overall Rating for Standard III</b>		X			
<b>Standard IV: Teachers facilitate learning for the students</b>					
A. Knows the ways in which learning takes place and the appropriated levels of intellectual, physical, social, and emotional development of students	X				
B. Plans instruction appropriate for students	X				
C. Uses a variety of instructional methods		X			
D. Integrates and utilizes technology in instruction		X			
E. Helps students develop critical-thinking and problem-solving skills		X			
F. Helps students work in teams and develop leadership qualities		X			
G. Communicates effectively	X				
H. Uses a variety of methods to assess what each student has learned		X			
<b>Overall Rating for Standard IV</b>	X				
<b>Standard V: Teachers reflect on their own practice</b>					
A. Analyzes student learning				X	
B. Links professional goals		X			
C. Functions effectively in a complex, dynamic environment		X			
<b>Overall Rating for Standard V</b>		X			

These ratings were clearly informed by additional information available to the principal, beyond the individual element ratings

## Evaluating Teacher Performance

To rate each NCEES standard, the evaluator must use all evidence available to make a reasonable assessment of a teacher's overall performance in each of the five areas of the NC Professional Teaching Standards (Leadership, Equity, Content, Instruction, and Reflection).

The teacher evaluation process manual offers the following descriptions of the overall standard-rating categories:

**Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate competence on standard(s) of performance.

**Proficient:** Teacher demonstrated basic competence on standard(s) of performance.

**Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

Teachers and administrators sometimes report that the performance descriptions above are subjective, inadequate, or confusing. Where more objective rating guidance is necessary to help evaluators reach an informed, holistic rating for each of the five standards (as they review and assess teacher-practice data, evidence, and artifacts collected throughout the year), it is essential to use the structure and language of the NCEES rubric to anchor this decision making process.

The descriptors of practice in the NCEES rubric progress in scope and complexity across the columns from left to right.

Developing	Proficient	Accomplished	Distinguished
descriptors measure <i>Knowledge</i>	descriptors measure <i>Action</i>	descriptors measure <i>Interaction</i>	descriptors measure <i>Extension</i>

Acknowledging and understanding this progression can help the evaluator objectively reach an overall rating for each standard, for example:

- If the evidence collected throughout the year demonstrates that the teacher simply possessed *knowledge* of the concepts and practices within the standard, then the teacher is **Developing** in that standard.
- If the evidence collected throughout the year confirms the *knowledge* of concepts and practices described above *and* shows that the teacher took *action* to use those practices in ways that typically created positive conditions for success, then the teacher is **Proficient** in that standard.
- If the evidence collected throughout the year confirms the *knowledge* and *action* described above *and* shows that the teacher facilitated *interaction* that consistently resulted in productive outcomes, then the teacher is **Accomplished** in that standard.
- If the evidence collected throughout the year confirms the *knowledge*, *action*, and *interaction* described above *and* shows that the teacher *extended* his/her impact by influencing people, processes, and activities in ways that led to measurable positive outcomes at the school, then the teacher is **Distinguished** in that standard.

In situations where formative support is provided to a teacher throughout the year, and the outcomes and evidence available at the time of the summary rating indicate that the teacher still lacks the will and/or skill to demonstrate knowledge of appropriate practices within the standard, then the teacher may be rated **Not Demonstrated**.

Teachers should be strongly encouraged to establish professional development goals, to specifically address any areas rated below the **Proficient** level on a summary rating form, for the upcoming year.