

NCEES General Process Information

The North Carolina Educator Effectiveness System (NCEES) uses the North Carolina Professional Teaching Standards as the framework by which school leaders provide support and assist educators to assess, refine, and improve their outcomes and practices annually.

The NCEES Standards consist of five domains:

1. **Leadership:** *Teachers Demonstrate Leadership*
2. **Equity:** *Teachers Establish a Respectful Environment for a Diverse Population of Students*
3. **Content:** *Teachers Know the Content They Teach*
4. **Instruction:** *Teachers Facilitate Learning for their Students*
5. **Reflection:** *Teachers Reflect on Their Practice*

Within these five domains two distinct practices are supported and assessed.

- **Instructional Practices** are addressed in standards 2, 3, and 4
- **Professional Practices** are addressed in standards 1 and 5

The NCEES process is comprised of an annual cycle of interactive steps to offer *formative* support for an educator's growth and improvement throughout the year, while also collecting and documenting evidence of outcomes, information, and activities that will be assessed to provide *summative* evaluation ratings at the end of the school year.

The annual evaluation process uses the NCEES standards and rubric for two discrete purposes:

- **Formative** support to assess, refine, and improve practice (Supervision)
- **Summative** judgement of evidence, collected throughout the year to provide an overall rating of quality (Evaluation)

The following components of the NCEES system contribute to the **formative** support offered to educators to help them reflect on and refine their professional and instructional practice annually:

- Teacher Self-Assessment
- Professional Development Plan
- Pre-observation conferences
- Classroom Observations
- Post-observation conferences

The **summative** evaluation process takes place at the end of the year using information collected throughout the school year. As leaders, mentors, and peers interact with educators in formal and informal ways, specific teacher behaviors and outputs get documented each time the NCEES rubric is completed. The due dates for completing these rubrics and submitting them in the data-collection system are aligned to the date each observation event took place.

The number of rubrics completed each year depends on the individual teacher's evaluation plan type. The three SBE approved evaluation plan types are:

- **Comprehensive:** Three administrator observations and one observation by a peer
- **Standard:** Three administrator observations
- **Abbreviated:** Two administrator observations, of an abbreviated length, on an abbreviated rubric

The aggregated collection of data from these rubrics provides the evidence base required to determine the teacher's performance on each element at the end of the year. The evaluator uses these element ratings, and any other appropriate information about the teacher's performance throughout the year to provide an evaluation rating for each of the five overall standards on the Summary Rating Form.