

McREL Teacher Evaluation Instrument

Fact Sheet and Summary

FACTS

The new instrument is a growth model, and includes self and administrative evaluation and reflection. It not only permits, but encourages the teacher to collect artifacts and advocate for him/herself throughout the process.

This collaborative process between administrator and teacher will align goals and provide meaningful professional development opportunities. It is a continuous improvement model that is validated and is used for both new teachers and experienced teachers.

All LEAs are to be using this instrument by the 2010-2011 school year. Although school systems are still permitted to develop their own instrument for evaluation, these instruments are required to be a validated instrument. All LEAs are encouraged to use the McREL instrument.

The new instrument evaluates five standards for all teachers and they are prioritized by order:

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.

Each standard may contain performance elements and/or performance descriptors.

The new rubric for evaluation includes new terminology and ratings. The ratings are:

- ***Developing***
- ***Proficient***
- ***Accomplished***
- ***Distinguished***
- ***Not Demonstrated*** (If an evaluator marks “Not Demonstrated”, he/she is required to write a statement of explanation.)

The evaluation process is a cycle.

1. The teacher should receive an orientation to the process and be provided with a complete set of materials outlining all of the steps and how they are to be conducted.
2. Teacher Self-Assessment is performed using the evaluation instrument.
3. Pre-observation Conference—will include information related to the lesson, learner outcomes, strategies to be used, etc.
4. Observation is to be a minimum of 45 minutes or 1 full class period. A “snapshot” observation must be a minimum of 20 minutes.
5. Post –Observation Conference—this must be done within 10 working days of the observation in order to be valid and for meaningful feedback to the teacher.
6. Summary Evaluation Conference and Summary Evaluation Form—the evaluator should provide specific performance-based feedback to the teacher based on the NC Professional Teaching Standards, observations, and artifacts submitted and/or collected.

7. Individual Growth Plan—the teacher and administrator should **collaboratively develop the IGP** to address areas in need of improvement and to enhance areas of strength as revealed by the process.

All teachers and the individuals responsible for their evaluation must complete approved state training on the rubric and evaluation process.

SUMMARY

Beginning teachers who are in the first three years of teaching and hold a Standard Professional 1 License, must in their 3rd year be rated as “Proficient” on all five standards in order to be eligible for the Standard 2 License. Year 3 beginning teachers will be granted one additional year to meet this goal during the 2008-09 and 2009-10 school years. If they are not rated an overall “Proficient” in each standard, they will not be eligible for a Professional Standard 2 License.

Beginning teachers will be evaluated a minimum of four times per year in each of their three beginning years.

Career teachers are evaluated on a cycle to be determined by the individual LEA, but a full, formal evaluation must occur at least once every five years.

Career teachers who receive a rating of “Developing” or “Not Demonstrated” on the same standard for two consecutive years will be required to be placed on an action plan.

The intended purpose of the NC Teacher Evaluation Process is to assess the teacher’s performance in relation to the NC Professional Teaching Standards and to design a plan for professional growth.