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| **Slide** | **Text** |
| **1** | Educator Effectiveness Status and Standards 6 and 8. |
| **2** | By the end of this module the learner will  Be able to compare the ratings  Understand how ratings are defined  Understand the relationship between growth, standards, and ratings  Understand the Value-Added concept |
| **4** | Thank you for participating in the activity.  In July 2012, the State Board added the sixth and eighth standards to the teacher and administrator evaluation instruments.  The sixth standard is Teachers Contribute to the Academic Success of students.  The eighth standard is Academic Achievement Leadership for administrators. |
| **5** | Both the sixth and eighth standards measure student growth, not proficiency. All students (even those who enter the school year above- or below-grade level) can make growth over the course of a year, and deserve a teacher and school who can help them meet their achievement goals. |
| **6** | The State Board of Education has voted to use the EVAAS model for sixth and eighth standard ratings. Various technical reports identified EVAAS as one of the most technically strong growth models in use across the nation, and teachers in NC are receiving EVAAS reports.  There may be some cases where EVAAS cannot generate a value-added score, for example, arts classes in which there are no “seat time” requirements. In such cases, we will need to depend on the professional judgment of school administrators. |
| **7** | Now, let’s take a few moments to reflect on how the ratings on Standards 6 and 8 work. |
| **8** | As we see, for principals, nothing changes about the first seven standards. The rating options remain the same.  For standard eight, the rating options are; does not meet expected growth, meets expected growth, and exceeds expected growth.  Let’s take a second to examine the tests that are used to generate standard 6 & 8. |
| **9** | Let’s take a few seconds to look at the different rating categories presented.  Again, for teachers, nothing changes about the first five standards.  For standard six, the rating categories are the following: does not meet expected growth, meets expected growth, and exceeds expected growth. |
| **10** | The rating categories are different because of the nature of the focus for the sixth and eighth standards (student growth data). The focus for Standards 1 through 5 and Standards 1 through 7 is the educators’ skills, knowledge and behavior. Whereas Standard 6 and Standard 8 focuses on outcomes based partially on the ratings. Ponder this question:  Why the difference?  Identifying only three rating categories on Standard 6 and 8 improves certainty of categorization.  Imagine if we had 100 categories, would we be able to meaningfully say that a 56 was different than a 57? No, we would not. |
| **11** | The State Board decides which assessments and the weight that contribute to the ratings for standards 6 & 8. All teachers receive a standard 6 rating. Standard six for teachers without individual test result data will be based on schoolwide test data. |
| **12** | For principals and assistant principals, the eighth standard rating will be based on school-wide EVAAS growth. |
| **13** | There are several important things to remember about ratings. With the ratings, every educator is evaluated every year. Each standard and rating stands on its own (1 out of 6, no standard is considered more important than any other). Ratings are used to create professional development plans each year and are used to determine status. |
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