

**“Elements Count!”**  
**How to Export Observation Data During the School Year for a Holistic School Evaluation**

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Augusta | February 23, 2017

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**“Elements Count!”**  
 How to Export Observation Data During the School Year for a Holistic School Evaluation

1. Welcome TNL District Administrators
2. Please download the Excel File, [Element Count conference district v2.xlsx](#). This file will be used in today's presentation.
3. Early Birds may want to run and save the ad-hoc report, *DPI Elements & Indicators SY16-17*.

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**Special Project Supporters**

**Wayne Beasley**  
 Assistant Superintendent for Technology  
 Craven County Schools




**David Lupton**  
 Local Area Network Engineer  
 Craven County Schools




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## Start with Why?

...people don't buy **WHAT** you do, they buy **WHY** you do...

- Simon Sinek TED Talk




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## Core Beliefs About the Evaluation Process...

The evaluation instruments are based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards. The instruments are designed to **promote effective leadership, quality teaching, and student learning** while enhancing **professional practice** and leading to **improved instruction**. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended **purpose** of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to **design a plan for professional growth**. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless the local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

North Carolina Teacher Evaluation Process | Revised July 2015, p 4




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## NCEES Principal Rubric

North Carolina School Executive Principal Evaluation Process

**Element IV, Teacher and Staff Evaluation:** The principal/assistant principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <li>Adheres to legal requirements for teacher and staff evaluation</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice</li> <li>Implements district and state evaluation policies in a fair and equitable manner</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Utilizes multiple assessments to evaluate teachers and other staff members</li> <li>Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Analyzes the results of teacher and staff evaluations <b>critically</b> and utilizes the results to direct professional development opportunities in the school</li> </ul>	




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### What does it look like?

	A	C	D	E
1	Mertle Elementary			
2	Element 1a. Teachers lead in their classrooms.			
3		100%	"Understands how they contribute to students graduating from high school."	100% "and TI progri that"

	A	C	D	E	F	G	H	I	J	
1	Element 1a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. (Observable)									
2		35%	"Appreciates and understands the need to establish nurturing relationships."	35%	"Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment."	35%	"Maintains a positive and nurturing learning environment."	0%	"Encourages and advises others to provide a nurturing and positive learning environment for all students."	
3	Element 1b. Teachers provide a discipline in the classroom.									




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### What questions develop?


	A	C	D	E	F	G	H	
1	Element 1c. Teachers treat students as individuals. (Observable)							
2		100%	"Holds high expectations of students."	100%	"Communicates high expectations for all students."	35%	"Encourages and values contributions of students, regardless of background or ability."	0%
3	Element 1d. Teachers adapt their teaching for the benefit of students with special needs. (Observable)							
4		100%	"Recognizes that students have a variety of learning needs."	100%	"Collaborates with specialists who can support the special learning needs of students."	25%	"Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students."	0%
5		100%	"Is knowledgeable of effective practices for students with special needs."	95%	"Provides unique learning opportunities such as inclusion and research-based effective practices for students with special needs."	45%	"Effectively engages special needs students in learning activities and ensures their unique learning needs are met."	0%

Knowledge

Action

Interaction

Extension




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### Element Count Percentage

	A	C	D	E	F	G	H	
1	Dogwood High							
2	Element 1a. Teachers lead in their classrooms.							
3		25%	"Understands how they contribute to students graduating from high school."	80%	"and Takes responsibility for the progress of students to ensure that they graduate from high school."	43%	"Communicates to students the vision of being prepared for life in the 21st century."	
4		25%	"Uses data to understand the skills and abilities of students."	80%	"and Provides evidence of data driven instruction throughout all classroom activities."	43%	"Evaluates student progress using a variety of assessment data."	
5				80%	"and Establishes a safe and orderly classroom. (Observable)"	29%	"Creates a classroom culture that empowers students to collaborate. (Observable)"	

We found we had inconsistency in how we mark the rubric.




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“Good questions inform;  
great questions  
transform.”

John Maxwell




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**The Export and the Issues.....**

The raw data exports in a “string” of variations. Example, element 1a’s solutions could fall in any given column of a spreadsheet depending on the variations of the ad-hoc report. Location fields **must** match correctly.

“Not looked for” is not addressed in this project (TBA).

Multiple site locations (if exporting district data or other systems have employee active/inactive in payroll)

Data source for plan types could be wrong. The TNL file pulls from the “my staff plan type” which may or may not be correct. The actual plan “started” could be different but your data will report from the “my staff menu.”




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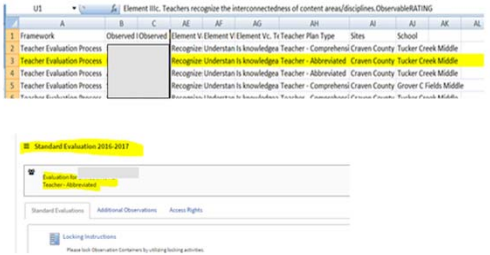

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**The Export and the Issues.....**  
**User created problems**


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### How to Get the Data for Your District

#### Step 1:

Download and open the sample template provided at [Element Count conference district v2.xlsx](#)

**Index of /joan**

	<a href="#">Name</a>	<a href="#">Last modified</a>	<a href="#">Size</a>	<a href="#">Description</a>
Parent Directory			-	
?	<a href="#">Element_Count_conference_district_v2.xlsx</a>	20-Feb-2017 15:08	11M	

Apache/2.2.15 (CentOS) Server at tweb.cravenk12.org Port 80




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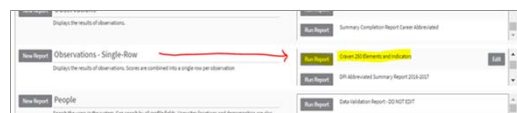
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#### Step 2:

Run (select your observation period), export and open with excel the ad-hoc report, **DPI Elements & Indicators SY16-17** from the Ad-hoc menu in TNL.




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#### Step 3:

If necessary, clean up your ad-hoc report using filters, etc. This will help avoid some of the data reporting issues and duplications.

Refer to slide 11, The Export and the Issues!




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**Step 4: LOCATION! LOCATION! LOCATION!**

Make sure your ad-hoc report has *Element 1a* starting in column F. (This may be different if you added fields in your ad-hoc report such as teacher name, UID, etc.)

The sequence should follow with Element 1b, etc.

#	Date	Element 1a. Teachers lead in	Element
ic	9/6/2016	Understands how they contri	Attends
ic	9/6/2016	Understands how they contri	Attends
ic	9/6/2016	Understands how they contri	Attends
ic	9/8/2016	Understands how they contri	Attends
ic	9/8/2016	Understands how they contri	Attends



HOME BASE

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**Step 5: More...LOCATION! LOCATION! LOCATION!**

Make sure your ad-hoc report has *Teacher Plan Type* in Column AE and *School* in Column AF.

This is required to maintain the adjustment for abbreviated plans (I and IV) and standard/comp. plans (I-V) percentages.

AD	AE	AF
Element V	Teacher Plan Type	School
Understan is knowle	Teacher - Standard	New Bern High
Understan is knowle	Teacher - Comprehensive	New Bern High
Understan is knowle	Teacher - Standard	New Bern High



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**Step 6:**

Replace the contents of the raw data sheet from the template with your district's data with copy/paste. **Do not** use the "select all" as you will remove formulas that are contained in the template. Be careful that you do not paste data past column AF.

Tip: Select data from right to left, beginning with column AF.

AC	AD	AE	AF
Element VI	Element V	Teacher Plan Type	School
Understan is knowle	Teacher - Standard		New Bern High
Understan is knowle	Teacher - Comprehensive		New Bern High
Understan is knowle	Teacher - Standard		New Bern High
Understan is knowle	Teacher - Standard		New Bern High
Understan is knowle	Teacher - Comprehensive		New Bern High
Understan is knowle	Teacher - Comprehensive		New Bern High
Understan is knowle	Teacher - Standard		New Bern High



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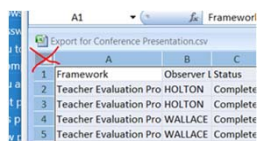
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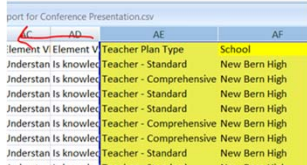
**Step 6 continued:**



	A	B	C
1	Framework	Observer I Status	
2	Teacher Evaluation Pro HOLTON	Complete	
3	Teacher Evaluation Pro HOLTON	Complete	
4	Teacher Evaluation Pro WALLACE	Complete	
5	Teacher Evaluation Pro WALLACE	Complete	

Do not select the entire sheet. You will paste over key formulas. We will move this to a new sheet in the next version.

Do not select the entire column. Data file becomes too massive and Excel will most likely stop responding.



	AD	AE	AF
Element V Element V	Teacher Plan Type	School	
Jnderstan Is knowleg	Teacher - Standard	New Bern High	
Jnderstan Is knowleg	Teacher - Comprehensive	New Bern High	
Jnderstan Is knowleg	Teacher - Standard	New Bern High	
Jnderstan Is knowleg	Teacher - Standard	New Bern High	
Jnderstan Is knowleg	Teacher - Comprehensive	New Bern High	
Jnderstan Is knowleg	Teacher - Comprehensive	New Bern High	
Jnderstan Is knowleg	Teacher - Standard	New Bern High	
Jnderstan Is knowleg	Teacher - Standard	New Bern High	



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**Questions**



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