

## Supporting Remote and Blended Instruction Using NCEES

The North Carolina Professional Teaching Standards articulate those things teachers must know and be able to do to support the success of students in our state. These standards are the basis of the professional development, formative support, and evaluation processes outlined in the NC Educator Effectiveness System (NCEES).

Even though the NCEES process was developed at a time when an online instructional model was not a part of the educational landscape, the expectations for providing effective formative support are still essential for remote instruction, and the procedures for evaluating the evidence of practice collected throughout the year to establish summary ratings are still applicable for fully remote or blended instructional models.

To maintain the integrity of the practices the NCEES rubric was designed to measure and honor the purposes for which it was originally validated, in situations where a remote or blended instructional model is implemented for any part of the 2020-2021 school year, the observation of instruction required for each plan type must be conducted by a means that allows the observer to review the work of teachers and the associated student responses in order to reasonably assess the following:

- Teacher input
- Student interaction and engagement
- Instructional outcomes

Information gathered and evidence collected during formative support of online instruction may be used to inform an evaluator's decisions about which descriptors of professional and instructional practice are appropriate to mark on the rubric if the following conditions are met:

1. The formative guidance evaluators provide through NCEES during the year includes direct support for high-quality online instruction when it is a part of a teacher's responsibilities.
2. Formal or informal observations that collect evidence of instructional-practice descriptors on the NCEES rubric as required for each plan type (Comprehensive, Standard, Abbreviated) should assess instructional activities that are of an appropriate duration or amount.

The formative support offered through observation of instruction and the targeted use of Professional Development Plans (PDPs) to support remote learning could not be more critical. Given the speed at which educators were required to make the shift from face-to-face to online/remote instruction, teachers deserve support and assistance from district and school leaders as they implement these new learning spaces. The North Carolina Professional Teaching Standards and the NCEES process are essential tools and resources for school leaders to provide the assistance and support needed in these unprecedented times.

Training and orientation to inform teachers of the expectations for the 2020-2021 school year should take place within two weeks of the teachers' first day. These sessions as well as pre/post-conferencing may be conducted in a virtual setting without jeopardizing the validity of the evaluation process. The schedule and timeline for providing instructional support, conducting observations, and completing the evaluation process remain at the discretion of each district.

For more information and resources about supporting and documenting teacher practice using NCEES, please access the links below:

NCEES Supplemental Resources:

- [NCEES General Process Information](#)
- [Observing Professional and Instructional Practices](#)
- [Documenting Professional and Instructional Practices](#)
- [Evaluating Teacher Performance](#)

Additional Information:

- [NCEES Google Site](#)
- [Instructional Design Principles for Remote Teaching and Learning](#)