



North Carolina

TEACHER

EVALUATION PROCESS



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

STATE BOARD OF EDUCATION

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

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Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st century. This mission requires a new vision of school leadership and a new set of skills that teachers must use daily in order to help their students learn 21st century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

According to the North Carolina Professional Teaching Standards Commission, the different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following define what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of the work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

North Carolina Educator Evaluation System

The purpose of the North Carolina Educator Evaluation system is to promote and support effective leadership, quality teaching, and student learning. The evaluation instruments are based on the Framework for 21st Century Learning and the North Carolina 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 Purposes of the Evaluation

The teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

Definitions

For purposes of this evaluation process, the following terms are defined below:

1. *Action Plan*—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher’s performance.
2. *Artifact*—A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Examples of artifacts include these:
 - a. *School Improvement Plan*—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
 - b. *School Improvement Team*—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.
 - c. *North Carolina Teacher Working Conditions Survey*—A statewide survey of teacher working conditions in five areas—time, empowerment, facilities and resources, leadership and professional development—conducted on a biennial basis (see www.ncteachingconditions.org). Teachers should demonstrate their active participation in the development and implementation of plans to improve the school’s working conditions.
 - d. *Student Achievement Data*—Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
 - e. *Student Dropout Data*—Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports/).
 - f. *Professional Development*—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
 - g. *Lesson Plans*—Teacher’s daily plans that demonstrate integration of 21st century skills and coverage of North Carolina’s Standard Course of Study.
3. *Beginning Teachers*—Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.
4. *Career Teachers*—Teachers who have received a Standard Professional 2 license.
5. *Code of Ethics for North Carolina Educators*—The standards of professional conduct required of educators. (see www.nsptsc.org).
6. *Code of Professional Practice and Conduct for North Carolina Educators*—The uniform standards of professional conduct for licensed professional educators (see <http://www.ncptsc.org>).
7. *Data*—Factual information used as the basis for reasoning, discussion, or planning.
8. *Evaluator*—The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
9. *Evidence*—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

10. *Formal Evaluation Process*—The process of evaluating a teacher using the following essential components:
 - a. *Goal Setting*—Setting clear objectives for improved performance that assist in improving instructional practices, school quality, and student achievement. Goals should be: Specific, Measurable, Attainable, Relevant, and Time-bound.
 - b. *Pre-Evaluation Orientation Conference*—A meeting between the teachers in a school who are scheduled to be evaluated during the current school year and the principal or evaluator designated by the principal. The principal/evaluator should clearly outline the evaluation process, administrator responsibilities, and teacher expectations.
 - c. *Teacher Self-Assessment*—Providing the teacher an opportunity to reflect on professional practice.
 - d. *Pre-Observation Conference*—A meeting between the teacher and the principal/evaluator held prior to a formal observation. The purpose of this meeting is to discuss the lesson that will be observed and any other topics related to the North Carolina Professional Teaching Standards and teacher performance of which the teacher should be aware.
 - e. *Formal Observation*—Observing a teacher’s performance for the entire length of a class, or a minimum of 45 minutes.
 - f. *Informal Observation*—Unscheduled observations of a teacher that may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher’s classroom for a minimum of 20 minutes.
 - g. *Post-Observation Conference*—A meeting between the teacher and the evaluator after a formal observation. The intent of the conference is to review the evaluator’s judgments of the teacher’s performance based on the pre-conference discussion and formal observations and discuss areas of strength as well as areas where the teacher should focus improvement efforts. The teacher and evaluator should base their discussion and the resulting summary evaluation ratings on the classroom observations as well as behaviors observed in non-classroom settings. During this conference, they should also discuss the incorporation of 21st century skills into their teaching.
 - h. *Summary Evaluation Report*—A report given to a teacher that includes the evaluator’s conclusions and recommendations for performance improvement regarding the quality and level of performance of the teacher being evaluated.
11. *Formal Observation Process*—The process of providing a pre-observation conference, a formal observation, written feedback and a post-observation conference.
12. *Individual Growth Plan*—A plan based on reflective and collegial participation between the principal or assistant principal and the teacher targeting specific areas for instructional improvement.
13. *North Carolina Teacher Rubric*—A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Teaching Standards:
 - a. *Performance Standard*—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
 - b. *Performance Elements*—The sub-categories of performance embedded within the performance standard.
 - c. *Performance Descriptors*—The specific performance responsibilities embedded within the components of each performance standard.
14. *Performance Goals*—Goals for improvement in professional practice based on the self-assessment and/or supervisor recommendation.

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15. *Performance Rating Scale*—The following rating scale will be used for evaluating North Carolina school teachers:
- Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
- Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
- Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)
16. *School Executives*—Principals and assistant principals licensed to work in North Carolina.
17. *Self-assessment*—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others
18. *Summary Evaluation Form*—A composite assessment of the teacher’s performance based on the evaluation rubric and supporting evidence.
19. *Teacher*—A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.
20. *Training*—State-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

Evaluation Process

Teacher Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Understand the North Carolina Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher’s strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher’s performance.
- Develop and supervise implementation of action plans as appropriate.

North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st century schools. **This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.**

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
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Standard I: Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students

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- Use data to organize, plan, and set goals
 - Use a variety of assessment data throughout the year to evaluate progress
 - Establish a safe and orderly environment
 - Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998 (www.ncptsc.org).

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

Standard III: Teachers Know the Content They Teach

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the North Carolina Standard Course of Study
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the North Carolina Standard Course of Study
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

Standard IV: Teachers Facilitate Learning for Their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short- and long-range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions

Standard V: Teachers Reflect on Their Practice

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data

North Carolina Professional Teaching Standards Commission Members, 2006–2008

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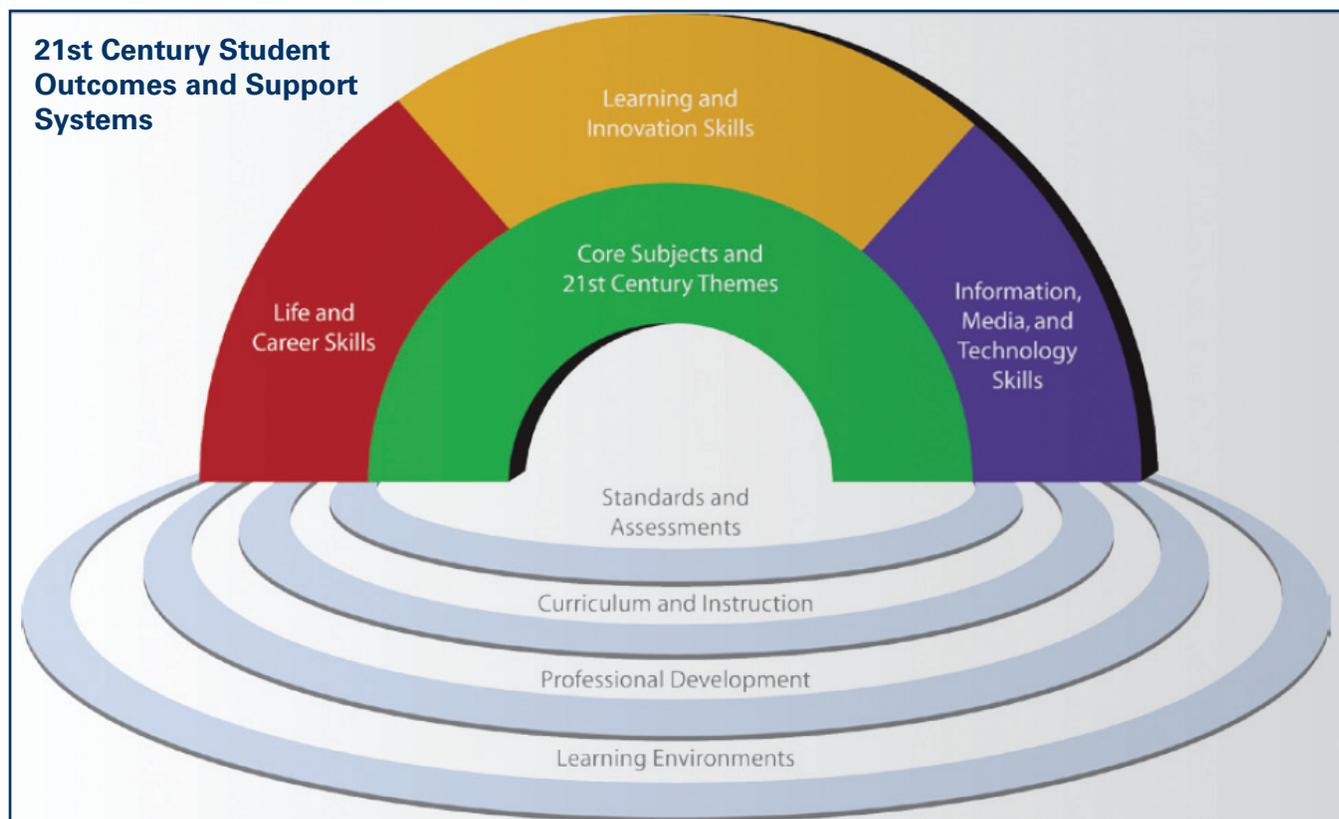
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Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st century student success in the new global economy.



21st Century Student Outcomes

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential for students in the 21st century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st century and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

People in the 21st century live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21st Century Support Systems

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities required of them in the 21st century. The Partnership has identified five critical support systems that ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessment of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's Web site at www.21stcenturyskills.org.
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Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st century skills. The following describes the skills and knowledge required of students in the 21st century. This list was adapted from the 21st Century Partnership's MILEGuide and served as a foundation for the North Carolina Professional Teaching Standards.

Global Awareness

- Using 21st century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning in understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT literacy

- Using technology in the course of attaining and utilizing 21st century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and manage workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-004

Policy Title: Policy adopting the North Carolina Teacher Evaluation Rubric and Process for Teacher Evaluation

Current Policy Date: 10/02/2008

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, 11/05/1998

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

Purpose

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 it 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.

Process

The North Carolina Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of:

- A. The Rubric for Evaluating North Carolina Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes or an entire class period
- B. Probationary Teachers
 - 1. The principal shall conduct at least three formal observations of all probationary teachers.
 - 2. A peer shall conduct one formal observation of a probationary teacher.
- C. Career Status Teachers
 - 1. Career teachers shall be evaluated annually, unless the LEA establishes a different evaluation cycle for career teachers.
 - 2. During the year in which a career status teacher participates in a summative evaluation, the principal shall conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a probationary teacher) shall note the teacher's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Growth Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the North Carolina Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element in the Rubric;
- B. Make a written comment on any Element marked "Not Demonstrated";
- C. Give an overall rating of each Standard in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher; and
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- A. Is rated "Developing" on one or more Standards on the Teacher Summary Rating Form; and
- B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

A teacher shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 1. "Not Demonstrated" on any Standard on the Teacher Summary Rating

- Form; or
- 2. “Developing” on one or more Standards on the Teacher Summary Rating Form for two sequential years: and
- B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the teacher shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Component 9: Effective Dates and Effect on Licensing and Career Status

Effective with the 2008-2009 school year, LEAs may evaluate teachers using this policy.

Effective with the 2010-2011 school year, all teachers in North Carolina will be evaluated using this policy unless a 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 in which case the local board shall use that instrument.

Beginning Teachers

Effective 2010-2011, beginning teachers must be rated “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as “Proficient” on all five North Carolina Professional Teaching Standards on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

Rubric for Evaluating North Carolina Teachers

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007. The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record principal ratings during teacher observations, to collect teachers' self-assessments and to document end-of-year ratings based on all evaluation activities. A form for summarizing the teacher's ratings also accompanies the rubric. Together, these materials form the core of the North Carolina Teacher Evaluation process.

Teachers' performance will be noted on one of four levels: *Developing*, *Proficient*, *Accomplished*, or *Distinguished*. These levels are cumulative across the rows of the rubric. The *Developing* teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard.

A *Proficient* teacher must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* teacher exhibits all of the skills and knowledge described for that element across the row. Occasionally, a teacher might not demonstrate evidence of proficiency on a particular element. In that case, the *Not Demonstrated* column should be selected. A principal should use this option if, during an observation, the lesson did not lend itself to a demonstration of a particular skill or knowledge. This column may also be used to document evidence that a teacher is performing at a level below expectations or below standard. If *Not Demonstrated* is chosen, the principal or evaluator must write an explanation.

Note: Items that are readily observable are indicated by a “√” in the left-hand column. The principal or evaluator should rate the teacher on each of these items during the required observations. Items that are not readily observable should be rated at a time other than the observation period. The teacher should rate himself or herself on all of the items as part of the self-assessment.

Rubric for Evaluating North Carolina Teachers (Required)

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers demonstrate leadership

Observation	<p>a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.</p>				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
	<p>b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>				
	<ul style="list-style-type: none"> <input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building. 	

Observation	<p>c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.</p>				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<p><input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>	<p>... and</p> <p>Contributes to the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> improvement of the profession through professional growth. <input type="checkbox"/> establishment of positive working relationships <input type="checkbox"/> school's decision-making processes as required. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes. 	
	<p>d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.</p>				
	<p><input type="checkbox"/> Knows about the policies and practices affecting student learning.</p>	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports positive change in policies and practices affecting student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participates in developing policies and practices to improve student learning. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education. 	
	<p>e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)</p>				
	<p><input type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>.</p>	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same. 	
<p>Comments</p>					

Examples of Artifacts:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in The Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records

Standard II: Teachers establish a respectful environment for a diverse population of students

Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	. . . and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	. . . and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	. . . and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	. . . and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	<input type="checkbox"/> Holds high expectations of students.	. . . and <input type="checkbox"/> Communicates high expectations for all students.	. . . and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	. . . and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	

Observation	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Recognizes that students have a variety of learning needs.</p> <p>✓ <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.</p> <p><input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.</p>	<p>... and</p> <p><input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</p> <p><input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p>	<p>... and</p> <p><input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</p> <p><input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p>		
e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.					
<p><input type="checkbox"/> Responds to family and community concerns.</p>	<p>... and</p> <p><input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.</p>	<p>... and</p> <p><input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</p>	<p>... and</p> <p><input type="checkbox"/> Promotes trust and understanding throughout the school community.</p>		

Comments

Examples of Artifacts:

- Student profiles
- Student surveys
- Cooperation with ESL teachers
- Lessons that integrate international content
- Documentation of referral data and use of IEPs
- Communications with parents/ community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons

Standard III: Teachers know the content they teach

Observation	a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.</p> <p>✓ <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p>✓ <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i>, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.</p> <p><input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.</p> <p><input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.</p> <p><input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.</p>		
b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.					
<p>✓ <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p><input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>		

Observation	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>✓ <input type="checkbox"/> Displays global awareness.</p>	<p>... and</p> <p><input type="checkbox"/> demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to the subjects.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p><input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>		
d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.					
<p>✓ <input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies relationships between the core content and 21st century content.</p>	<p>... and</p> <p><input type="checkbox"/> Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p>		

Comments

Examples of Artifacts:

- Display of creative student work
- Use of NC Standard Course of Study
- Lesson plans
- Content standards

Observation	d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	. . . and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	. . . and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	. . . and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
✓	<input type="checkbox"/> Understands the importance of developing students' critical-thinking and problem solving skills.	. . . and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems. 	. . . and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and <input type="checkbox"/> Encourages students to create and manage learning teams.	. . . and <input type="checkbox"/> Foster the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> <input type="checkbox"/> Demonstrates the ability to effectively communicate with students. <input checked="" type="checkbox"/> <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas	. . . and <input type="checkbox"/> Uses a variety of methods for communication with all students. <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	. . . and <input type="checkbox"/> Creates a variety of methods to communicate with all students. <input type="checkbox"/> Establishes classroom practices, which encourage all students to develop effective communication skills.	. . . <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.		
h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 st century assessment systems to inform instruction and demonstrate evidence of students' 21 st century knowledge, skills, performance, and dispositions.					
<input checked="" type="checkbox"/> <input type="checkbox"/> Uses indicators to monitor and evaluate student progress. <input checked="" type="checkbox"/> <input type="checkbox"/> Assesses students in the attainment of 21 st century knowledge, skills, and dispositions.	. . . and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. <input type="checkbox"/> Provides evidence that students attain 21 st century knowledge, skills and dispositions.	. . . and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning. <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	. . . and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. <input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.		

Comments

Examples of Artifacts:

- Lesson plans
- Documentation of differentiated instruction
- Collaborative lesson planning
- Display of technology used
- Materials used to promote critical thinking and problem solving
- Professional development
- Use of student learning teams

Standard V: Teachers reflect on their practice

Observation	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	<input type="checkbox"/> Understands the importance of professional development.	. . . and <input type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	<input type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	. . . and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

- Lesson plans
- Formative assessments
- Student work
- Professional growth plan
- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data

Rubric for Evaluating North Carolina Teachers Signature Page

Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: Yes No

Supervisor or Evaluator Signature

Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Scoring the Rubric

The principal or evaluator should score each element within a standard. For example, Standard I: Teachers demonstrate leadership has five elements: Teachers lead in their classroom; Teachers demonstrate leadership in school; Teachers lead in the teaching profession; Teachers advocate for schools and students; and Teachers demonstrate high ethical standards. The rater will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each descriptor that describes the performance of the teacher during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked. As illustrated in the example that follows, the teacher would be rated as Developing on “Teachers lead in their classrooms” even though at least one descriptor for Proficient, Accomplished, and Distinguished was marked. This is because Developing is the lowest rating for which all descriptors were marked. Likewise, the teacher also would be rated as Proficient on “Teachers demonstrate leadership in the school” and on each of the remaining elements. This is likely to result in an overall rating of Proficient for Standard I.

When a teacher is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where proficiency has not been reached.

Example of How to Score the Rubric

Standard I: Teachers demonstrate leadership

Observation	<p>a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.</p>				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> ✓ Understands how they contribute to students graduating from high school. ✓ Uses data to understand the skills and abilities of students. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Takes responsibility for the progress of students to ensure that they graduate from high school. ✓ Provides evidence of data driven instruction throughout all classroom activities. ✓ Establishes a safe and orderly classroom. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Communicates to students the vision of being prepared for life in the 21st century. ✓ Evaluates student progress using a variety of assessment data. ☐ Creates a classroom culture that empowers students to collaborate. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Encourages students to take responsibility for their own learning. ☐ Uses classroom assessment data to inform program planning. ✓ Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
	<p>b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>				
	<ul style="list-style-type: none"> ✓ Attends professional learning community meetings. ✓ Displays awareness of the goals of the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Participates in professional learning community. ✓ Participates in developing and/or implementing the school improvement plan. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Assumes a leadership role in professional learning community. ✓ Collaborates with school personnel on school improvement activities. 	<p>... and</p> <ul style="list-style-type: none"> ✓ Collaborates with colleagues to improve the quality of learning in the school. ☐ Assumes a leadership role in implementing school improvement plan throughout the building. 	

Observation	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input checked="" type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: <input checked="" type="checkbox"/> improvement of the profession through professional growth. <input checked="" type="checkbox"/> establishment of positive working relationships <input checked="" type="checkbox"/> school's decision-making processes as required.	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.					
	<input checked="" type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input checked="" type="checkbox"/> Supports positive change in policies and practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)					
	<input checked="" type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input checked="" type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.	

Comments

Example of Marking the Summary Rating Sheet

Summary Rating Sheet for Teachers						Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard I: Teachers demonstrate leadership										
A.	Leads in the classroom.					X				
B.	Leads in the school.						X			
C.	Leads the teaching profession.						X			
D.	Advocates for the school and students.						X			
E.	Demonstrates high ethical standards.						X			
Overall Rating for Standard I							X			
Standard II: Teachers establish a respectful environment for a diverse population.										
A.	Provides an environment that is inviting, respectful, supportive, inclusive and flexible.						X			
B.	Embraces diversity in the school community and in the world.								X	
C.	Treats students as individuals.						X			
D.	Adapts teaching for the benefit of students with special needs.						X			
E.	Works collaboratively with families and significant adults in the lives of their students.								X	
Overall Rating for Standard II							X			
Standard III: Teachers know the content they teach.										
A.	Aligns instruction with the North Carolina Standard Course of Study.						X			
B.	Knows the content appropriate to the teaching specialty.						X			
C.	Recognizes the interconnectedness of content areas/disciplines.						X			
D.	Makes instruction relevant to students.								X	
Overall Rating for Standard III							X			
Standard IV: Teachers facilitate learning for the students.										
A.	Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.					X				
B.	Plans instruction appropriate for students.					X				
C.	Uses a variety of instructional methods.						X			
D.	Integrates and utilizes technology in instruction.						X			
E.	Helps students develop critical-thinking and problem-solving skills.						X			
F.	Helps students work in teams and develop leadership qualities.						X			
G.	Communicates effectively.					X				
H.	Uses a variety of methods to assess what each student has learned.						X			
Overall Rating for Standard IV							X			
Standard V: Teachers reflect on their own practice.										
A.	Analyzes student learning.								X	
B.	Links professional growth to professional goals.						X			
C.	Functions effectively in a complex, dynamic environment.						X			
Overall Rating for Standard V							X			

Comments:

- ✓ Teacher demonstrates a willingness to collaborate and participates in the staff development efforts to improve instruction to meet the individual needs of students.
- ✓ Teacher's classroom is a safe (physically and emotionally) environment for all students.

Recommended actions for improvement:

- ✓ Seek opportunities to be more involved in the committees designed to improve the school environment.

Evidence or documentation that supports rating:

- ___ Unit plans and/or lesson plans
- ___ School improvement team membership
- ___ _____
- ___ _____
- ___ _____

Record of Teacher Evaluation Activities (Required)

Teacher Name: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Background (Briefly describe the teacher’s educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

The North Carolina Teacher Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Teacher Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Individual Growth Plan Completed			

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the teacher’s overall level of performance. Sources of evidence discussed in completing this evaluation include the following:

_____	_____
_____	_____
_____	_____

Summary Rating Sheet (Optional)

This form summarizes ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed after each observation and as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings in addition to serving as a record of walkthrough findings.

Name: _____

Date: _____

School: _____

District: _____

Evaluator: _____

Title: _____

Standard I: Teachers demonstrate leadership	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in the classroom.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

Standard II: Teachers establish a respectful environment for a diverse population of students	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
Overall rating for Standard II					

Standard III: Teachers know the content they teach	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers align their instruction with the North Carolina Standard Course of Study.					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
Overall rating for Standard III					

Standard IV: Teachers facilitate learning for their students	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standards Course of Study</i> .					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical-thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall rating for Standard IV					

Standard V: Teachers reflect on their practice	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: Yes No

Supervisor or Evaluator Signature

Date

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Progress Toward Achieving Goals (Optional)

Name: _____ District: _____

School: _____ School Year: _____

Evaluator: _____ Title _____

The evaluator determines whether the teacher is making acceptable progress toward goal(s) attainment within each standard. Mark this category as **(P) – progressing** or **(NP) – not progressing**.

Goal	P	NP	NA*
Standard I: Teachers Demonstrate Leadership			
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students			
Standard III: Teachers Know the Content They Teach			
Standard IV: Teachers Facilitate Learning for Their Students			
Standard V: Teachers Reflect on Their Practice			

Goal:

Revised Plan/Comment:

Goal:

Revised Plan/Comment

Goal:

Revised Plan/Comment

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.					
B. Teachers plan instruction appropriate for their students.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall Rating for Standard IV					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ Documentation of Differentiated Instruction</p> <p>___ Display of Technology Used</p> <p>___ Materials Used to Promote Critical Thinking and Problem Solving</p> <p>___ Professional Development</p> <p>___ Collaborative Lesson Planning</p> <p>___ Use of student learning teams</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

<p>Comments:</p> <p>Recommended actions for improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ Completion of Professional Development</p> <p>___ Formative Assessments</p> <p>___ Participation in Professional Learning Community</p> <p>___ Student Work</p> <p>___ Formative and Summative Assessment Data</p> <p>___ Professional Growth Plan</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

Teacher Signature

Date

Principal/Evaluator Signature

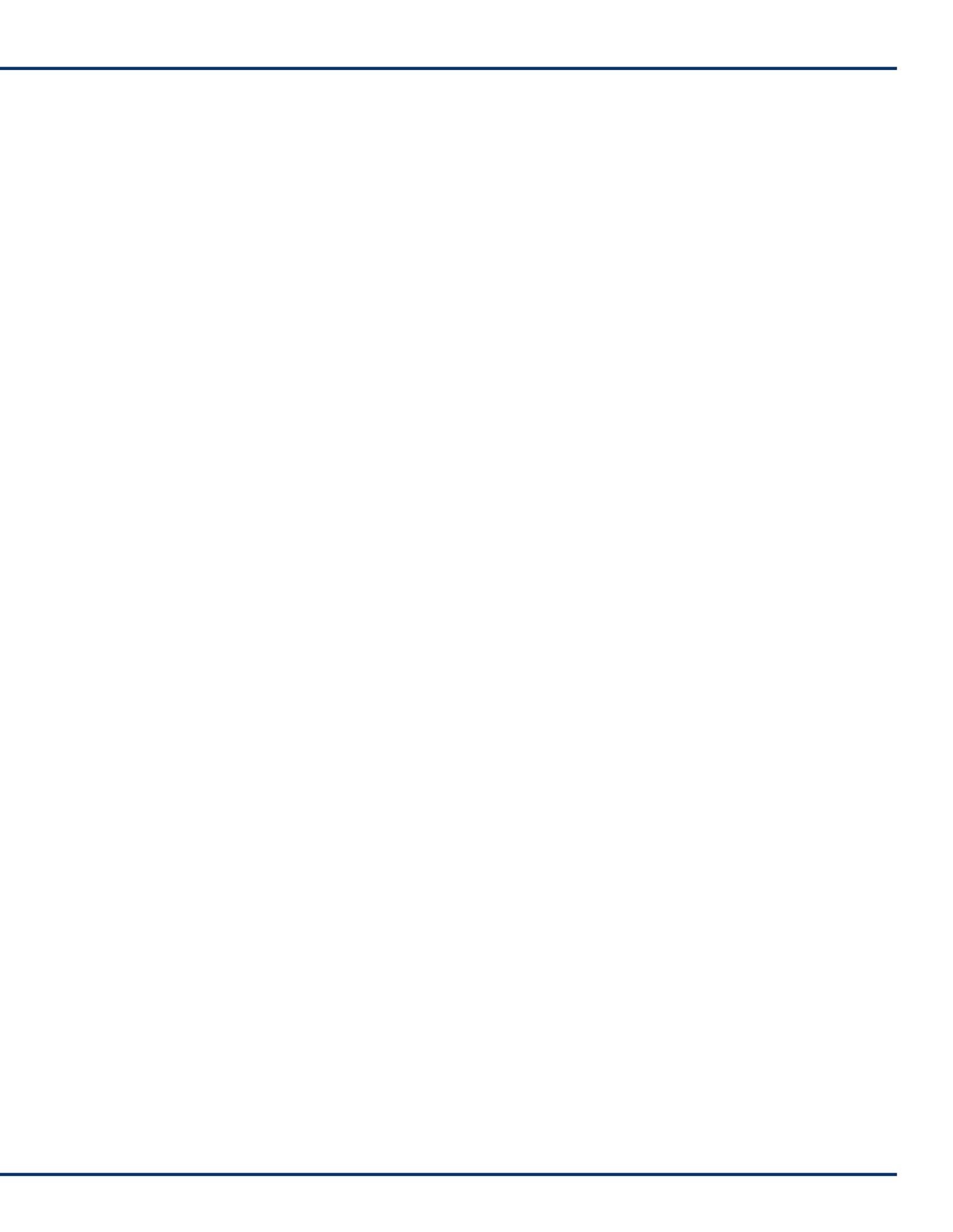
Date

Comments Attached: ___Yes ___No

Supervisor or Evaluator Signature

Date

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