North Carolina

TEACHER
EVALUATION PROCESS

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

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Developed in collaboration with the NC State Board of Education and the NC Professional Teaching Standards Commission.

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

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

A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless 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.

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. Action plans are developed and administrated under guidelines provided by each LEA.

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. Artifacts are used only when the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:

   a. *Lesson Plans*–Teacher's daily plans that demonstrate integration of 21st century skills and coverage of North Carolina's Standard Course of Study.

   b. *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.

   c. *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.

   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. *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.

   g. *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.

3. *Beginning Teachers*–Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.

4. *Career Status Teachers*–Teachers who have been granted Career Status in their current North Carolina school district.

5. *Code of Ethics for North Carolina Educators*–The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix A.

6. *Code of Professional Practice and Conduct for North Carolina Educators*–The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix A.

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

    b. *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 the following: a) Rubric for Evaluating North Carolina Teachers, b) state board policy governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.

    c. *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. This will also be used during the post-observation conference.

    d. *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.

    e. *Observations*:

        1. *Formal Observation*–A formal observation shall last 45 minutes or an entire class period.

        2. *Informal Observation*–An informal observation 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 in one sitting.

    f. *Post-Observation Conference*–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.

    g. *Summary Evaluation Conference and Summary Rating Form*–The conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development 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 process, the principal shall complete the Teacher Summary Rating Form.

    h. *Professional Development Plans*–Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):

        1. *Individual Growth Plan* – developed by a teacher and should be discussed with the principal

        2. *Monitored Growth Plan*–placed on the plan by the principal, developed and monitored by the teacher and principal

        3. *Directed Growth Plan*–placed on the plan by the principal, developed and monitored by the principal

11. *Peer*–A teacher who has been trained on the North Carolina Teacher Evaluation Process.

12. *Performance Rating Scale*–The following rating scale will be used for determining the final evaluation rating for 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.)

13. *Probationary Teachers*–Teachers who have not yet been granted Career Status in their current North Carolina school district.

14 *Rubric for Evaluating North Carolina Teachers* –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.

15. *School Executives*–Principals and assistant principals licensed to work in North Carolina.

16. *Self-assessment* –Personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

17. *Teacher*–A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.

18. *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

On October 2, 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

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.

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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.
- 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.

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
- 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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David Corsetti, Commission Vice Chair, Wake County
Dianne Jackson, Secretary, Treasurer, Chapel Hill/Carrboro City
Brian Freeman, Member at Large, Robeson County
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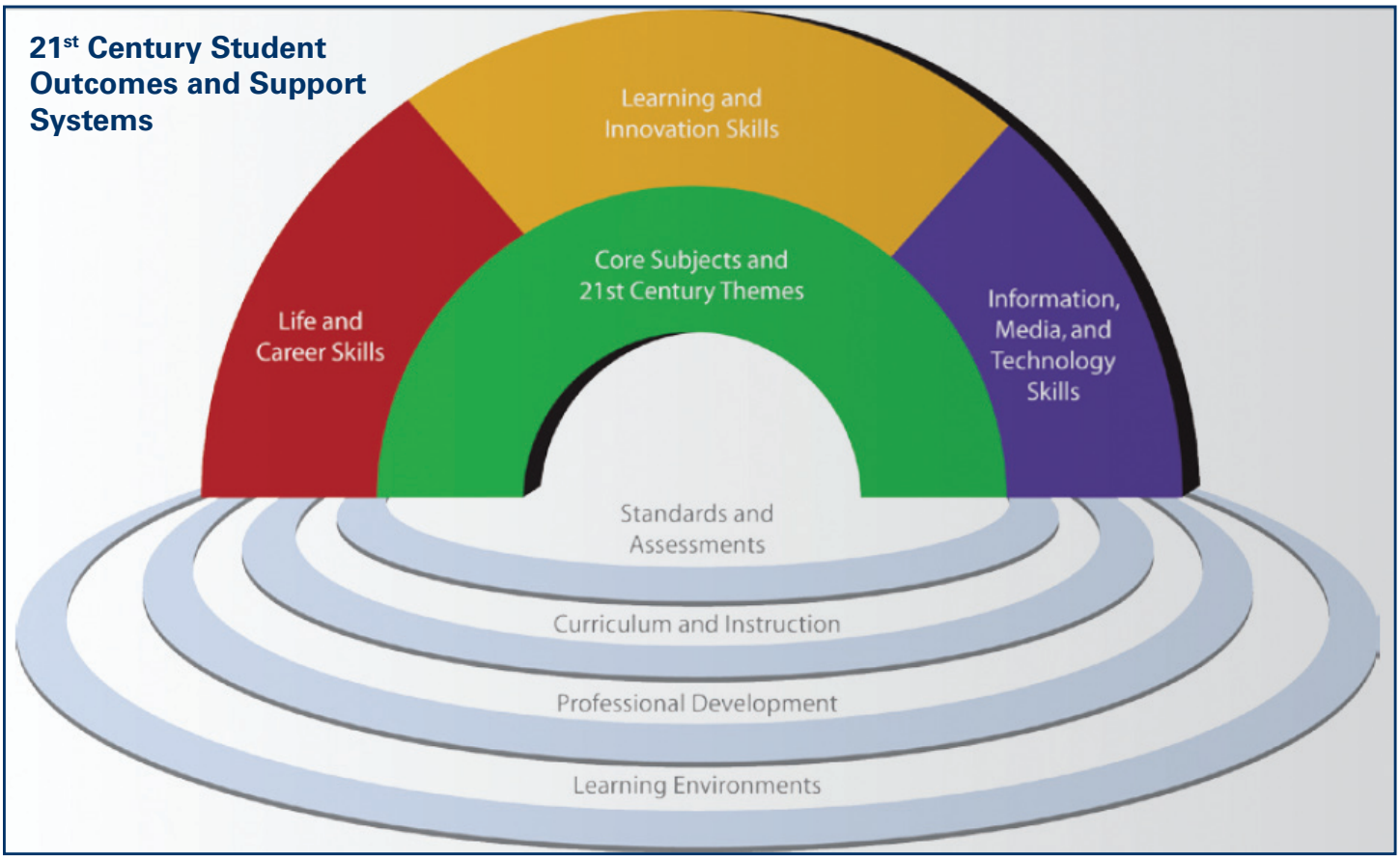
Framework for 21st Century Learning

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.

Teacher Evaluation Process

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).

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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 and 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 as follows:

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.)

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. The *Not Demonstrated* rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming proficient on the element. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If a teacher is rated as *Not Demonstrated*, then a comment must be made as to why.

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Rubric for Evaluating North Carolina Teachers (Required for Self Assessment and Observation)

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	**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.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Understands how they contribute to students graduating from high school. ❑ Uses data to understand the skills and abilities of students.	. . . and ❑ 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.	. . . and ❑ 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.	. . . and ❑ 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.	
	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.				
	❑ Attends professional learning community meetings. ❑ Displays awareness of the goals of the school improvement plan.	. . . and ❑ Participates in professional learning community. ❑ Participates in developing and/or implementing the school improvement plan.	. . . and ❑ Assumes a leadership role in professional learning community. ❑ Collaborates with school personnel on school improvement activities.	. . . and ❑ 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)**
	❑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: ❑ improvement of the profession through professional growth. ❑ establishment of positive working relationships. ❑ school's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ 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.				
	❑ Knows about the policies and practices affecting student learning.	. . . and ❑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ 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 *Standards for Professional Conduct* adopted April 1, 1998. (www.ncptsc.org)				
	❑ Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ❑ Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ❑ Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ❑ Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.	

Comments

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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	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	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.				
✓	❑ Appreciates and understands the need to establish nurturing relationships.	. . . and ❑ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	. . . and ❑ Maintains a positive and nurturing learning environment.	. . . and ❑ 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.				
✓	❑ Acknowledges that diverse cultures impact the world.	. . . and ❑ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and ❑ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and ❑ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	❑ Demonstrates awareness of the diversity of students in the classroom.	❑ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	❑ Consistently incorporates different points of view in instruction.	❑ 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.				
✓	❑ Holds high expectations of students.	. . . and ❑ Communicates high expectations for all students.	. . . and ❑ Encourages and values contributions of students, regardless of background or ability.	. . . and ❑ 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)**
		. . . and	. . . and	. . . and	
✓	❑ Recognizes that students have a variety of learning needs.	❑ Collaborates with specialists who can support the special learning needs of students.	❑ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	❑ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	❑ Is knowledgeable of effective practices for students with special needs.	❑ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	❑ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	❑ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
	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.				
		. . . and	. . . and	. . . and	
	❑ Responds to family and community concerns.	❑ Communicates and collaborates with the home and community for the benefit of students.	❑ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	❑ Promotes trust and understanding throughout the school community.	

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
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

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Standard III: Teachers know the content they teach

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. 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.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates an awareness of the *North Carolina Standard Course of Study* and references it in the preparation of lesson plans.	❑ Understands the *North Carolina Standard Course of Study*, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	❑ Develops and applies strategies based on the *North Carolina Standard Course of Study* and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	❑ Assists colleagues in applying such strategies in their classrooms.	
✓	❑ *Elementary:* Begins to integrate literacy instruction in selected lessons.	❑ *Elementary:* Integrates effective literacy instruction throughout the curriculum.	❑ *Elementary:* Evaluates and reflects upon the effectiveness of literacy instruction.	❑ *Elementary:* Makes necessary changes to instructional practice to improve student learning.	
✓	❑ *Secondary:* Recognizes the importance of integrating literacy strategies within the content areas.	❑ *Secondary:* Incorporates a wide variety of literacy skills within content areas to enhance learning.	❑ *Secondary:* Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	❑ *Secondary:* Makes necessary changes to instructional practice to improve student learning.	
	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.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	❑ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	❑ 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.	❑ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

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 *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 subjects they teach.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . . and	
✓	❑ Understand the links between grade/subject and the *North Carolina Standard Course of Study.*	❑ Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study.*	❑ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study.* Relates content to other disciplines.	❑ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓	❑ Displays global awareness.	❑ Promotes global awareness and its relevance to the subjects.	❑ Integrates global awareness activities throughout lesson plans and classroom instructional practices.	❑ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
	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 *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.				
		. . . and	. . . and	. . . and	
✓	❑ Identifies relationships between the *North Carolina Standard Course of Study* and life in the 21st century.	❑ Identifies relationships between the core content and 21st century content.	❑ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	❑ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	

Comments

Examples of Artifacts:

❑ Display of creative student work
❑ Use of *NC Standard Course of Study*
❑ Lesson plans
❑ Content standards
❑ _____
❑ _____
❑ _____
❑ _____
❑ _____
❑ _____

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Standard IV: Teachers facilitate learning for their students

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	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. 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.				
✓	❑ Understands developmental levels of students and recognizes the need to differentiate instruction.	. . . and ❑ Understands developmental levels of students and appropriately differentiates instruction.	. . . and ❑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	. . . and ❑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		❑ Assesses resources needed to address strengths and weaknesses of students.	❑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	❑ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	
	b. 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 consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
✓	❑ Recognizes data sources important to planning instruction.	. . . and ❑ Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	. . . and ❑ Monitors student performance and responds to individual learning needs in order to engage students in learning.	. . . and ❑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
	c. 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.				
✓	❑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	. . . and ❑ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	. . . and ❑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.	. . . and ❑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	

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)**
✓	❑ Assesses effective types of technology to use for instruction.	. . . and ❑ Demonstrates knowledge of how to utilize technology in instruction.	. . . and ❑ Integrates technology with instruction to maximize student learning.	. . . and ❑ 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.				
✓	❑ Understands the importance of developing students' critical thinking and problem solving skills.	. . . and ❑ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: ❑ think creatively and critically, ❑ develop and test innovative ideas, ❑ synthesize knowledge, ❑ draw conclusions, ❑ exercise and communicate sound reasoning, ❑ understand connections, ❑ make complex choices, and ❑ frame, analyze and solve problems.	. . . and ❑ 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.				
✓	❑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and ❑ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and ❑ Encourages students to create and manage learning teams.	. . . and ❑ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

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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)**
		. . . and	. . . and	. . .	
✓	❑ Demonstrates the ability to effectively communicate with students.	❑ Uses a variety of methods for communication with all students.	❑ Creates a variety of methods to communicate with all students.	❑ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓	❑ Provides opportunities for students to articulate thoughts and ideas.	❑ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	❑ Establishes classroom practices, which encourage all students to develop effective communication skills.	❑ 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 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		. . . and	. . . and	. . . and	
✓	❑ Uses indicators to monitor and evaluate student progress.	❑ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	❑ Uses the information gained from the assessment activities to improve teaching practice and student learning.	❑ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓	❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	❑ Provides evidence that students attain 21st century knowledge, skills and dispositions.	❑ Provides opportunities for students to assess themselves and others.	❑ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Comments

Examples of Artifacts:

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

Standard V: Teachers reflect on their practice

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	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.				
	❑ Recognizes the need to improve student learning in the classroom.	. . . and ❑ Provides ideas about what can be done to improve student learning in their classroom.	. . . and ❑ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and ❑ 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.				
	❑ Understands the importance of professional development.	. . . and ❑ Participates in professional development aligned with professional goals.	. . . and ❑ Participates in professional development activities aligned with goals and student needs.	. . . and ❑ 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.				
	❑ Is knowledgeable of current research based approaches to teaching and learning.	. . . and ❑ Considers and uses a variety of research based approaches to improve teaching and learning.	. . . and ❑ Actively investigates and considers alternative research based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and ❑ Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

- ❑ Lesson plans
- ❑ Formative assessments
- ❑ Student work
- ❑ Professional Development Plan
- ❑ Completion of professional development
- ❑ Participation in professional learning community
- ❑ Formative and summative assessment data
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

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Rubric for Evaluating North Carolina Teachers
Signature Page

_____ _____
Teacher Signature Date

_____ _____
Principal/Evaluator Signature Date

_____ _____
Peer Signature, if applicable Date

Comments Attached: ____Yes ____No

_____ _____
Principal/Evaluator Signature Date
(Signature indicates question above regarding comments has been addressed).

_____ _____
Peer Signature, if applicable Date
(Signature indicates question above regarding comments has been addressed).

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 teacher or evaluator should score each element within a standard to determine the level of performance for that element. 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, whether the teacher completing a self-assessment or the person responsible for evaluating the teacher, 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 on pages 33 and 34, 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.

Overall ratings should not be determined until the end of the year during the Summary Evaluation Conference.

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.

Note: A "✓" in the first column (observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

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Example of How to Score the Rubric

Standard I: Teachers demonstrate leadership

Observation					
	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.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	☑ Understands how they contribute to students graduating from high school. ☑ Uses data to understand the skills and abilities of students.	. . . and ❑ 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.	. . . and ❑ 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.	. . . and ❑ 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.	
	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.				
	☑ Attends professional learning community meetings. ☑ Displays awareness of the goals of the school improvement plan.	. . . and ☑ Participates in professional learning community. ☑ Participates in developing and/or implementing the school improvement plan.	. . . and ❑ Assumes a leadership role in professional learning community. ☑ Collaborates with school personnel on school improvement activities.	. . . and ☑ 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	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	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.				
	☑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: ☑ improvement of the profession through professional growth. ☑ establishment of positive working relationships ☑ school's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ 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.				
	☑ Knows about the policies and practices affecting student learning.	. . . and ☑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ 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 *Standards for Professional Conduct* adopted April 1, 1998. (www.ncptsc.org)				
	☑ Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ☑ Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ❑ Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.	. . . and ❑ Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.	

Comments

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
- ❑ _____
- ❑ _____

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Example of Marking the Summary Rating Form

Summary Rating Form 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

___ _____

___ _____

___ _____

Teacher Summary Rating Form (Required)

This form is to be jointly reviewed by the teacher and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for Initially Licensed Teachers. The principal's designee may complete it for Probationary Teachers who are not Initially Licensed teachers and for Career Teachers.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

_____ Probationary Teacher _____ Career Status Teacher (Please check one)

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.					
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					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ School Improvement Planning

___ Teacher Working Conditions

___ Surveys

___ Journals

___ Service on Committees

___ Professional Learning Communities

___ National Board Certification

___ Student Handbooks

___ Relevant Data

___ Membership in Professional Organizations

___ Discipline Records

___ Student Work

___ Class Rules and Procedures

___ Formal and Informal Mentoring

_____

_____

_____

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

Elements	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					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Student Profiles

___ Documentation of Referral Data and Use of IEPs

___ Student Surveys

___ Communications with Parents/Community

___ Cooperate with ESL Teachers

___ Professional Development on Cultural Attitudes and Awareness

___ Lessons that Integrate International Content

___ Use of Technology to incorporate cultural awareness into Lessons

_____

_____

_____

Standard III: Teachers Know the Content They Teach

Elements	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					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Display of Creative Student Work

___ Use of Standard Course of Study

___ Lesson Plans

___ Content Standards

_____

_____

_____

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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					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ Documentation of Differentiated Instruction

___ Display of Technology Used

___ Materials Used to Promote Critical Thinking and Problem Solving

___ Professional Development

___ Collaborative Lesson Planning

___ Use of student learning teams

_____

_____

_____

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					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

___ Lesson Plans

___ Completion of Professional Development

___ Formative Assessments

___ Participation in Professional Learning Community

___ Student Work

___ Formative and Summative Assessment Data

___ Professional Development Plan

_____

_____

_____

_____ _____

Teacher Signature Date

_____ _____

Principal/Evaluator Signature Date

Comments Attached: _____Yes _____No

_____ _____

Principal/Evaluator Signature (Signature indicates question above regarding comments has been addressed). 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.

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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 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.

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 *North Carolina Standards Course of Study*.					
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					

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Professional Development Plan (Required)

School Year: _____ Year: 1 ❑ 2 ❑ 3 ❑ 4 ❑ Career Status ❑

Lateral Entry: 1 ❑ 2 ❑ 3 ❑

Name: _____ Position/Subject Area: _____

School: _____

Mentor: _____ Position/Subject Area: _____

(Required in the first three years for all beginning teachers)

School: _____

A.

NC Professional Teaching Standards	Standard(s) to be addressed:
1. Teachers Demonstrate Leadership 2. Teachers Establish a Respectful Environment for a Diverse Population of Students 3. Teachers Know the Content They Teach 4. Teachers Facilitate Learning for Their Students 5. Teachers Reflect on Their Practice	Element(s) to be addressed:

B. Teacher's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1: Goal 2:				

Teacher's Signature: _____ Date: _____

Mentor's Signature: _____ Dare: _____

Administrator's Signature _____ Date: _____

Plan: Individual ❑ Monitored ❑ Directed ❑

Professional Development Plan—Mid-Year Review

To be completed by (date) _____

Teacher: _____ Academic Year: _____

C. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

D. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature: Date:	Mentor's Signature: Date:	Administrator's Signature: Date:

Professional Development Plan—End-of-Year Review

To be completed by (date) _____

Teacher: _____ Academic Year: _____

E. Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

F.

Goal 1 was successfully completed.	Yes ❑	No ❑
Goal 2 was successfully completed.	Yes ❑	No ❑

G. Narrative

Teacher's Comments:	Mentor's Comments:	Administrator's Comments:
Teacher's Signature: Date:	Mentor's Signature: Date:	Administrator's Signature: Date:

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			
Professional Development Plan Completed			

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Appendix A: Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School Sysytem

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason

D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decisionmaking processes or due process proceedings.

E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.

4. Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

A. The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

B. Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:

a. Statement of professional qualifications;

b. Application or recommendation for professional employment, promotion, or licensure;

c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

d. Representation of completion of college or staff development credit;

e. Evaluation or grading of students or personnel;

f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

   a. Any use of language that is considered profane, vulgar, or demeaning;

   b. Any sexual act;

   c. Any solicitation of a sexual act, whether written, verbal, or physical;

   d. Any act of child abuse, as defined by law;

   e. Any act of sexual harassment, as defined by law; and

   f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9. Alcohol or controlled substance abuse. The educator shall not:
    a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
    b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
    c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
    d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

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