

North Carolina Teacher Evaluation System

Rubric for Evaluating North Carolina Teachers (REQUIRED)

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 is designed to be used in conjunction with the standards descriptions and is accompanied by a form to aid principals in conducting teacher observations as well as a teacher self-assessment tool and a form to summarize the ratings of the principal and teacher. These materials form the core of the North Carolina Teacher Evaluation process.

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

A “*proficient*” teacher must exhibit the skills and knowledge described under the “*developing*” header as well as those under “*proficient*.” Likewise, a “*distinguished*” teacher exhibits all of the skills and knowledge described for that element, or across the entire row. Occasionally, a teacher might not demonstrate evidence of proficiency on a particular element. In that case the column: “*Not demonstrated*” would be selected. A principal would use this option if, during an observation, the lesson did not lend itself to a demonstration of a particular skill or knowledge. This column may also be used to document evidence that a teacher is performing at a level below expectations or below standard. If that column is chosen, then a comment must be made as to why it was selected.

The North Carolina Teacher Evaluation System Rubric for Evaluating Teachers standards, elements and descriptors components of this document are complete. However, it should be noted that the possible Charlotte-Mecklenburg Schools (CMS) Descriptors section is in development and will be modified over time. The CMS Descriptor section is intended to communicate to teachers and evaluators what elements of the PLC matrix could be used to support a given performance rating. At the conclusion of each standard are further examples provided by the state that could also be used to inform performance ratings.

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

Teacher:	School:	District:
Evaluator:	Title:	Date:
Start Time:	End Time:	

Standard I: Teacher Demonstrates Leadership

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.

Observe	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
State Descriptors	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher uses classroom and district data to plan lessons aligned with the NCSCOS. ○ Teacher maintains a data notebook and uses this data to plan lessons. ○ Teacher is developing procedures that are establishing a safe and orderly classroom environment. ○ Teacher is beginning to implement collaborative groups in class activities. ○ Teacher is working to promote the students' interests and excitement about learning ○ Teacher demonstrates resiliency in adapting to his/her role in the classroom. 	<ul style="list-style-type: none"> ○ Teacher monitors student growth toward individual goals and provides supportive feedback to encourage continued progress. ○ Teacher uses student work to motivate students' highest level of performance. ○ Teacher communicates with parents and staff to encourage student success and motivates students to perform at high levels. ○ Teacher uses data to address individual student needs and to monitor each sub groups within the classroom. ○ Teacher regularly uses collaborative teaching methods. ○ Teacher creates a classroom environment focused on high levels of student engagement. ○ Teacher creates a classroom environment that supports students' focus on future goals. 	<ul style="list-style-type: none"> ○ Teacher provides opportunities for students to analyze data and use their findings to set and monitor personal learning goals. ○ Teacher regularly embeds 21st century skills, technology, service learning, and global awareness (etc.) in his/her instruction. ○ Teacher regularly uses rubrics to set high standards for student work. ○ Teacher regularly references current events to bring relevancy to instruction. ○ Teacher continuously monitors and adjusts lessons to differentiate learning and add appropriate interventions and extensions. ○ Teacher maintains an environment that is student-centered; engagement is regularly at the highest levels. ○ Teacher takes the initiative to pilot new strategies or activities to increase student achievement. ○ Teacher has empowered students to take ownership of their own learning. 	<ul style="list-style-type: none"> ○ Teacher effectively creates and uses a variety of authentic assessments to determine student progress. ○ Teacher is equally effective with all diverse learners. ○ Teacher has created an environment consistently focused on real-world learning. ○ Teacher has established a climate where students continuously reflect on their own learning and support classmates as they also work toward achieving future goals. ○ Teacher guides students to extend learning based on their interests and career goals. ○ Teacher has a detailed, individual plan that addresses learning styles, strengths and weaknesses for each student's growth. ○ Teacher initiates collaboration with staff to support students through interventions and extension. ○ Teacher's piloted initiative has a significant, positive impact on student achievement. 	

b. Teacher demonstrates 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.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan.	...and <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	...and <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities.	...and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher regularly attends in-service or meetings related to PLC initiatives: <ul style="list-style-type: none"> IGP planning meetings Grade level/department meetings Vertical teams Professional Development meetings Staff meetings General PTA meetings Teacher is present at meetings where school budget and teacher/staff/student/parent surveys are presented. Teacher consistently fulfills duties and responsibilities as assigned by the principal (e.g., bus duty). Teacher is working to support the school improvement plan as it relates to his/her classroom and/or content area. 	<ul style="list-style-type: none"> Teacher actively participates in PLC related meetings. Teacher successfully applies new learning from workshops or PLC initiatives in his/her classroom. Teacher volunteers for additional duties beyond those assigned (e.g., job fair, campus beautification, PTA special events, club sponsor), promoting school goals. Teacher consistently attends School Leadership Team meetings and opens communication with other team members. Teacher seeks outside opportunities to grow professionally (e.g., conferences, workshops, observing other teachers). 	<ul style="list-style-type: none"> Teacher effectively serves in leadership roles: <ul style="list-style-type: none"> Grade level & department meetings Vertical teams School Committees PLC teams. Teacher provides effective school-wide professional development as needed. Teacher serves on a school-based team to attend district training, and then implements district initiatives in the school (e.g., Data Wise team). Teacher is a positive, professional role model for colleagues. Teacher is an effective mentor and conducts peer observations as needed. Teacher participates in the interview selection process and/or the budget process as requested by the principal. 	<ul style="list-style-type: none"> Teacher effectively serves on district-level training teams and/or committees (e.g., SQR, Data Wise). Teacher plays a key role in leading instructional and organizational change within the school (i.e., selection of staff development needs). Teacher collaborates with administrators to develop and evaluate school initiatives. Teacher is a lifelong learner and embraces change that positively impacts the school and student achievement. Teacher collaborates with administration in the staff hiring process. 	

c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the 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.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	...and Contributes to the: <ul style="list-style-type: none"> <input type="checkbox"/> Improvement of the profession through professional growth. <input type="checkbox"/> Establishment of positive working relationships. <input type="checkbox"/> School's decision-making processes as required. 	...and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	...and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>Teacher attends required PD workshops.</i> ○ <i>Teacher has developed an appropriate PDP.</i> ○ <i>Teacher is accepting of performance feedback.</i> ○ <i>Teacher has a professional relationship with administration, staff, students and parents.</i> ○ <i>Teacher adheres to school protocols and handbook regulations.</i> ○ <i>Teacher is aware of and abides by state and local laws and policies.</i> ○ <i>Teacher supports and regularly attends out-of-school activities (PTA events, sporting events, etc.)</i> 	<ul style="list-style-type: none"> ○ <i>Teacher works collaboratively with administration, staff, students, and parents.</i> ○ <i>Teacher actively serves on decision-making structures within the school.</i> ○ <i>Teacher voluntarily attends local, state, and/or national professional development opportunities.</i> ○ <i>Teacher effectively implements new learning from professional development in classroom.</i> ○ <i>Teacher effectively responds to performance feedback to improve student achievement.</i> ○ <i>Teacher goes through proper channels to solve problems within the classroom and/or the school, and is solution oriented.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher enthusiastically promotes school-wide initiatives to promote student achievement.</i> ○ <i>Teacher participates in initiatives to improve teacher preparation process as a teacher mentor, supervisor for an intern, etc.</i> ○ <i>Teacher engages in processes for reflection and enhancement of growth in the teaching and learning process (i.e. NBCT, advanced degrees, additional certification).</i> ○ <i>Teacher seeks performance feedback to enhance teaching skills and strategies.</i> ○ <i>Teacher helps plan and implement professional development for the school.</i> ○ <i>Teacher is a positive influence on staff morale and school climate.</i> ○ <i>Teachers successfully leads school activities, programs, or events (i.e., career day, tutoring program, etc)</i> 	<ul style="list-style-type: none"> ○ <i>Teacher conducts effective professional development for district (PDMT'S, SIOP, etc.).</i> ○ <i>Teacher serves as a leader in state organizations or on district-level committees.</i> ○ <i>Teacher effectively presents at local, state or national workshops and/or conferences.</i> ○ <i>Teacher is results oriented, offering new and innovative ideas, including writing grants and developing curriculum resources that positively effect student achievement.</i> ○ <i>Teacher is skilled in handling crucial conversations with administration, staff, and parents.</i> ○ <i>Teacher initiates, organizes, plans and leads an effective PLC that results in positive student achievement gains.</i> 	

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.

Observer	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
State	<input type="checkbox"/> Knows about the policies and practices affecting student learning.	...and <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	...and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	...and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>Teacher participates in faculty and PLC meetings where policies/procedures are discussed that effect student learning.</i> ○ <i>Teacher demonstrates an awareness of issues and situations that impact student learning.</i> ○ <i>Teacher attends training related to policies and practices effecting student learning.</i> ○ <i>Teacher's knowledge of McKinney Vento, 504, EC, LEP policies is demonstrated in practice.</i> ○ <i>Teacher appropriately implements PEP's for students.</i> ○ <i>Teacher observes peers to gain performance skills and techniques.</i> ○ <i>Teacher accurately adheres to and implements school policies and procedures that positively impact student learning:</i> <ul style="list-style-type: none"> - <i>adheres to schedules</i> - <i>maintains attendance records/procedures</i> - <i>follows guidelines for staff absences (responsibility for substitute coverage)</i> - <i>appropriately completes discipline referrals</i> - <i>adheres to classroom BIS/character education</i> - <i>completes progress-monitoring logs</i> - <i>promptly communicates with parents</i> 	<ul style="list-style-type: none"> ○ <i>Teacher actively and effectively participates in the work of a PLC and SLT.</i> ○ <i>Teacher positively supports new initiatives such as new curriculum/textbook adoptions.</i> ○ <i>Teacher consistently collects and uses data to make informed decisions related to individual student's physical, social, and emotional needs to positively impact learning.</i> ○ <i>Teacher consistently and effectively implements the RtI process</i> 	<ul style="list-style-type: none"> ○ <i>Teacher effectively takes responsibility for implementing, and monitoring an activity of the School Improvement Plan.</i> ○ <i>Teacher works with administration to develop implement, and evaluate school-wide RtI process.</i> ○ <i>Teacher is an active member of a district, regional or state level committee that supports implementation of reform.</i> ○ <i>Teacher effectively represents school at district and/or alliance meetings.</i> ○ <i>Teacher is an active member of a professional organization.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher holds a leadership role at district, regional, or state level that supports implementation of reform initiatives.</i> ○ <i>Teacher works within the school framework to identify needed changes in school policies/procedures.</i> ○ <i>Teacher collaborates with administrators to develop and implement new initiatives where improvement is needed.</i> 	

e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and <input type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i>and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher's conduct demonstrates knowledge of NC Educator's Code of Ethics. ○ Teacher shows respect for authority and for school rules and protocols. ○ Teacher treats students, colleagues, and parents with respect, avoiding sarcasm, "put downs," or inappropriate comments. ○ Teacher gives grades that are fair, equitable and supported by sufficient and accurate documentation. ○ Teacher is honest in communication and interactions with stakeholders in the school community. 	<ul style="list-style-type: none"> ○ Teacher consistently adheres to NC Educator's Code of Conduct and teacher reports violations when appropriate. ○ Teacher disciplines students with thorough and fair investigation of all sides and issues in misbehavior incidents. ○ Teacher maintains confidentiality in matters related to school business and reporting. ○ Teacher handles staff and/or administrative concern/issues appropriately, openly, and directly with those involved. 	<ul style="list-style-type: none"> ○ Teacher demonstrates leadership among peers with regard to ethical practices. ○ Teacher appropriately supports administrators in handling of discipline with students in his/her classroom. ○ Teacher identifies potential problems in areas of ethical issues and suggests positive resolutions. 	<ul style="list-style-type: none"> ○ Teacher is recognized and identified by peers and administration as a leader in ethical practices. ○ Teacher advocates for ethical practice across the district and through professional organizations. ○ Teacher models the highest standards of ethical behavior and appropriately holds colleagues accountable for doing so as well. 	

Comments:

Examples of Artifacts:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> ▪ Lesson plans ▪ Journals ▪ Student handbooks ▪ Student work ▪ School improvement planning ▪ Service on committees | <ul style="list-style-type: none"> ▪ Relevant data ▪ Class rules and procedures ▪ Participation in The Teacher Working Condition Survey ▪ Professional Learning Communities ▪ Membership in professional organizations | <ul style="list-style-type: none"> ▪ Formal and informal mentoring ▪ Surveys ▪ National Board Certification ▪ Discipline records |
|---|---|--|

Standard II: Teachers establish a respectful environment for a diverse population of students					
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.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	...and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	...and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	...and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to establish classroom rules and procedures to facilitate an orderly and nurturing learning classroom environment. ○ Teacher/student interactions are respectful, positive, and appropriate. ○ Teacher's strategies for affirming positive student behavior are observed in student/teacher interactions. 	<ul style="list-style-type: none"> ○ Classroom rules and procedures are well established that facilitate an orderly learning environment. ○ Discipline concerns and issues are handled promptly, appropriately and effectively. ○ Students are supported and protected from harm, abuse, bullying and neglect. ○ Instructional time is maximized for learning. 	<ul style="list-style-type: none"> ○ Student-to-/student relationships are consistently positive. ○ Classroom rules and procedures have become internalized. ○ Classroom is student-centered, interactive and highly engaging. ○ Teacher solicits and incorporates student feedback to enhance the classroom environment. 	<ul style="list-style-type: none"> ○ Students are encouraged to take leadership roles in the classroom. ○ Students and teacher work together as a classroom "PLC," creating positive synergy. 	

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, 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/her school performance. Teachers consider and incorporate different points of view in their instruction.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges that diverse cultures impact the world. <input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. <input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. <input type="checkbox"/> Consistently incorporates different points of view in instruction. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. <input type="checkbox"/> Capitalizes on diversity as an asset in the classroom. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>Teacher's actions embrace diversity through honesty, integrity and respect for the dignity of each student.</i> ○ <i>The learning environment indicates the teacher's sensitivity to all cultures.</i> ○ <i>The teacher has work from all students displayed to create an environment where all feel work is valued.</i> 	<ul style="list-style-type: none"> ○ <i>The classroom is inclusive, cohesive and welcoming to all students.</i> ○ <i>Teacher ensures equality of opportunity for all students to participate and feel that their work is valued.</i> ○ <i>The teacher is effective in developing students' problem-solving skills and respect for differing opinions in the class.</i> ○ <i>Teacher designs lessons that help students develop an understanding and appreciation for cultures and communities beyond their own.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher makes necessary accommodations to address specialized needs of all subgroups in the classroom, including sensitivity to social skills and disability awareness.</i> ○ <i>Teacher provides consultation to staff on strategies related to all areas of student diversity.</i> ○ <i>Teacher has created a classroom environment where emotionally charged and provocative issues are handled in an open, honest and respectful way.</i> 	<ul style="list-style-type: none"> ○ <i>Development of student leadership demonstrates the teacher's ability to capitalize on diversity as an asset in the classroom.</i> ○ <i>Teacher effectively assists the school in implementation of diversity training and diversity awareness.</i> 	

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 contribution of each student in the learning environment by building positive, appropriate relationships.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Holds high expectations of students.	...and <input type="checkbox"/> Communicates high expectations for all students.	...and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	...and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>Teacher encourages success and growth for all students.</i> ○ <i>Teacher demonstrates quality work standards by sharing examples, clearly introducing assignments, and holding students accountable for turning work in on time.</i> ○ <i>Teacher demonstrates high expectations by working to provide a variety of behavior and/or academic supports.</i> ○ <i>Teacher to student interactions are positive and communicate a “can do” attitude.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher consistently expects students to successfully complete challenging work.</i> ○ <i>Teacher shares with the class that all students can and will learn and has systems in place that support high expectations, resulting in student growth and positive outcomes.</i> ○ <i>Teacher expectations are communicated both verbally and non-verbally, including specific instructional feedback to students.</i> ○ <i>Teachers encourage student to take risks and encourages them to persevere in difficult assignments</i> ○ <i>Teacher and students are involved in goal setting, and they periodically monitor their work against these goals.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher facilitates students’ goal setting and supports them in achieving these goals.</i> ○ <i>Students consistently persist with difficult tasks and encourage each other to solve difficult, complex problems, without need for teacher prompting.</i> ○ <i>The teacher expects students to reflect on their work and determine whether the products meet expected standards.</i> 	<ul style="list-style-type: none"> ○ <i>Students are consistently setting and achieving high goals, with peer monitoring and feedback a part of this process.</i> ○ <i>The classroom environment is a model of respectful and supportive engagement, with students willing to take risks to reach higher levels of accomplishment.</i> ○ <i>Students work with each other to set goals, monitor their progress, and explain and polish rubrics for assignments</i> 	

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.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Recognizes that students have a variety of learning needs. <input type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	...and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	...and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher is working to incorporate instructional strategies that support students with special needs. Teacher can identify special needs students in the classroom. Teacher is knowledgeable of the certifications and accommodations of special need students and their impact on learning. Teacher complies with all student assisted plans (IEP, DEP, PEP, SSP, 504, etc.). 	<ul style="list-style-type: none"> Teacher effectively uses a variety of best teaching practices to address special needs of students. Teacher can articulate and provide evidence of successful intervention plans for students with academic or behavioral needs. Teacher works effectively with other staff to identify and address the special needs of students, including collaborative planning with support staff. Teacher provides specific feedback in IEP meetings and provides appropriate input in developing or revising plans. 	<ul style="list-style-type: none"> Teacher makes appropriate adjustments during instruction based on students' progress and understanding. Teacher effectively implements a variety of inclusive practice strategies for the benefit of all students in the classroom. Teacher regularly and appropriately differentiates instruction for all students. 	<ul style="list-style-type: none"> Teacher consistently utilizes any and all data available to anticipate select student needs (e.g., EVAAS, NCWISE, PA, and CFA). Teacher's classroom is a model classroom for inclusion instruction. Teacher includes all students in rigorous, relevant, and highly engaging classroom learning activities. 	

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, the home, and the 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.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Responds to family and community concerns.	...and <input type="checkbox"/> Communicates and collaborates the home, and community for the benefit of students.	...and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	...and <input type="checkbox"/> Promotes trust and understanding throughout the school community.	
Possible CMS Indicators	<i>Generally not observable in classroom observations.</i> <ul style="list-style-type: none"> Teacher promptly responds to student/family concerns, within a 24-hour timeframe. Teacher maintains communication through Parent Assist on NC Wise. 	<i>Generally not observable in classroom observations.</i> <ul style="list-style-type: none"> Teacher exercises flexibility in scheduling conferences with parents and guardians to accommodate their needs. Teacher maintains detailed communication log with various stakeholders (parents, agencies, support staff, etc.) Teacher values parent communication and listens openly to their input and concerns. Teacher initiates frequent communication with parents/guardians to address student needs and concerns using a variety of multi-media. 	<i>Generally not observable in classroom observations.</i> <ul style="list-style-type: none"> Teacher initiates collaborative meetings with school personnel to seek broad based support for students. Teacher connects families to the guidance department, community agencies, and other related services as needed. Teacher initiates and conducts home visits on a frequent basis. 	<i>Generally not observable in classroom observations.</i> <ul style="list-style-type: none"> Teacher serves as an ambassador for the school and works collaboratively with community partners to enhance the school's vision and mission. 	

Comments:

Examples of Artifacts:

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

Standard III: Teachers know the content they teach					
a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State Descriptors	<input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans. <u>Elementary:</u> Begins to integrate literacy instruction in selected lessons. <u>Secondary:</u> Recognizes the importance of integrating literacy strategies within the content areas.	...and <input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. <u>Elementary</u> Integrates effective literacy instruction throughout the curriculum. <u>Secondary</u> Incorporates a wide variety of literacy skills within content areas to enhance learning.	...and <input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. <u>Elementary</u> Evaluates and reflects upon the effectiveness of literacy instruction. <u>Secondary</u> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	...and <input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms. <u>Elementary</u> Makes necessary changes to instructional practice to improve student learning. <u>Secondary</u> Makes necessary changes to instructional practice to improve student learning.	
Possible CMS Indicators	<ul style="list-style-type: none"> Daily learning objectives are related to the NCSCOS, extensions of NCSCOS, or Common Core Standards Teacher's lessons demonstrate the appropriate use of pacing guides. Teacher's lessons provide evidence of team planning. 	<ul style="list-style-type: none"> Daily learning objectives are consistently aligned with the NCSCOS, extensions of the NCSCOS, or Common Core Standards All parts of teacher's lessons are aligned with the lesson's learning objectives, including the review, input, guided practice, and assessment. Teacher incorporates 21st century skills in teaching the NCSCOS, extensions of the NCSCOS, or Common Core Standards. 	<ul style="list-style-type: none"> Teacher uses high yield instructional strategies that are appropriate for their content area. Teacher works to improve and enhance students' literacy skills in all content areas. The teacher's knowledge of vertical alignment provides opportunities to make learning more challenging. 	<ul style="list-style-type: none"> Lessons consistently provide evidence of re-teaching and/or enrichment strategies and activities. Lessons provide strong evidence of: <ul style="list-style-type: none"> differentiation flexible grouping tiered lessons compacting Teacher routinely enhances the NCSCOS, extensions of the NCSCOS, or Common Core Standards with rigor, based on the use of assessment data. 	

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.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State	<input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	...and <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	...and <input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	...and <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher's knowledge of content is evident in accuracy and correctness of information presented. Teacher is working to use a variety of resources in lessons. Teacher uses the language, and problem solving strategies unique to the content. 	<ul style="list-style-type: none"> Teacher's knowledge of content allows him/her to go beyond "textbook instruction." Teacher's content knowledge provides the impetus for lessons that move students from knowledge-level information to analysis, evaluation, and synthesis of concepts. The teacher's depth of understanding of content is able to support significant and measurable student growth in learning. The teacher's instruction supports students' understanding of the interconnectedness of their content with other areas of study. The teacher regularly presents content from multiple perspectives. 	<ul style="list-style-type: none"> Students are motivated to investigate the content area and expand their knowledge and satisfy their natural curiosity, such as inquiry-based learning, projects, or student-centered activities. Community experts are regularly incorporated into student learning opportunities. Teacher is recognized and frequently requested to provide content expertise across the school and district. 	<ul style="list-style-type: none"> Community involvement around the curricular standards is evidenced by student activities such as community projects, or internships. The teacher is recognized across the state or nation as an expert in their content area. 	

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 NCSCOS. 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.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Observed</i>
State Descriptors	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>. <input type="checkbox"/> Displays global awareness. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>. <input type="checkbox"/> Promotes global awareness and its relevance to the subjects. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines. <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>There is some evidence of integration of instruction with other content areas.</i> ○ <i>Teacher's lesson objectives are appropriate for the grade level and subject.</i> ○ <i>Teacher is working to include community and global connections in classroom instruction.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher regularly makes learning connections for students between concepts, content areas, and from concrete to abstract.</i> ○ <i>Teacher shows sensitivity to students' social and cultural backgrounds.</i> ○ <i>Teacher effectively includes community and world connections in classroom instruction.</i> ○ <i>Teacher intentionally plans to include a worldview as it is appropriate to the content taught.</i> ○ <i>Teacher addresses global competence skills throughout the curriculum: initiative, flexibility, enthusiasm, courage, self-control, etc.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher makes content meaningful through extensive use of relevant examples, artifacts, charts, props, etc.</i> ○ <i>Teacher regularly integrates instruction with other content areas.</i> ○ <i>Teacher consistently uses real world examples to make global connections in content teaching when applicable.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher provides students with opportunities to demonstrate responsible citizenry in the global community.</i> ○ <i>Teacher works within the school community to promote all stakeholders' awareness and understanding of global issues.</i> ○ <i>Teacher is an exemplar to colleagues for curriculum integration and problem based learning.</i> 	

d. Teachers make instruction relevant to students. Teachers incorporate 21 st 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 NCSCOS and the 21 st Century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy, civic literacy; and health awareness.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State	<input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century.	...and <input type="checkbox"/> Identifies relationships between the core content and 21 st century content.	...and <input type="checkbox"/> Integrates core content and 21 st century content throughout lesson plans and classroom instructional practices.	...and <input type="checkbox"/> Deepens students' understandings of 21 st century skills and helps them make their own connections and develop new skills.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher is working to make connections between school learning and the real world. Teacher is learning to focus lessons on basic skills and their connection to success in the real world. Teacher stresses the value of students working appropriately and productively with other students. 	<ul style="list-style-type: none"> Teacher regularly connects learning to real life to give added meaning and purpose to student learning. Teacher connects instruction to EOG/EOC expectations and format, as appropriate. Teacher uses strategies that facilitate learning for the millennial child. Teacher regularly incorporates 21st century skills into lesson activities. 	<ul style="list-style-type: none"> Teacher extends and builds on student experiences and interests to make learning relevant, whenever possible. Teacher consistently incorporates 21st century life skills into their teaching (e.g., ethics, people skills, accountability, personal productivity, and self-direction.). Teacher consistently models and fosters a sense of resiliency and flexibility for students. 	<ul style="list-style-type: none"> Teacher empowers students to take ownership and reflect on their own learning. Teacher has designed assessments/feedback mechanisms to include students' evaluation and input on activities. 	

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

Standard IV: Teachers facilitate learning for their students					
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					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.	...and <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction. <input type="checkbox"/> Assesses resources needed to address strengths and weakness of students.	...and <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. <input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	...and <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels. <input type="checkbox"/> 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.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher is working to use assessment data to inform instruction. Teacher is working to implement strategies that address students' learning styles. 	<ul style="list-style-type: none"> The momentum of the lesson facilitates students' engagement. Daily lessons provide students with opportunities for new learning and/or increased skill development. Teacher regularly provides prompt feedback (praise and content specificity). Teacher's knowledge of available resources enables him/her to better plan for individual student needs 	<ul style="list-style-type: none"> Learning is challenging, rigorous, and relevant for all students. Teacher uses alternative strategies and resources to close student learning gaps. Teacher's feedback is purposeful and reinforces, sustains, motivates, or corrects student learning Teacher is proactive in securing alternative resources and materials to meet individual student needs. 	<ul style="list-style-type: none"> Teacher takes risks to incorporate new learning into his/her instruction to meet the needs of all students Teachers' passion for education comes through to students in the classroom, providing them the impetus to become lifelong learners. 	

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.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Recognizes data sources important to planning instruction.	...and <input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	...and <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.	...and <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
Possible CMS	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Lessons plans generally reflect effective lesson design and best practices. ○ Teacher collects student data and collaborates with peers in reviewing this data. ○ Teacher regularly uses student data in planning and modifying instruction. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Lesson plans reflect the teacher's skill in capitalizing on the diversity and learning strengths of students in the classroom. ○ A mastery learning process is in place that supports multiple opportunities for students to accomplish academic objectives. ○ Teacher is effectively using disaggregated data to support and measurable student growth and learning. ○ The teacher consistently modifies lessons plans and delivery in response to student learning needs. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Lesson plans reflect the unique needs of diverse subgroups when disaggregated data reveals varying success among these students. ○ Differentiated lesson plans result in significant and measurable growth/learning. ○ Teacher's mastery learning process is centered upon essential standards that have been developed in collaboration with other staff. 	<p>Generally not observable in classroom observations.</p> <ul style="list-style-type: none"> ○ Teacher has been highly successful in addressing the social, emotional, and academic needs of a diverse student population. ○ Teacher has supported significant school-wide initiatives in the areas of cultural diversity and learning needs, resulting in students' academic gains. 	

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 the achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	...and <input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	...and <input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.	...and <input type="checkbox"/> Stay abreast of emerging research areas and new innovative materials and incorporate them into lessons plans and instructional strategies.	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is learning to address individual student's needs through differentiated instruction. ○ Teacher includes appropriate lesson components when providing instruction (e.g., review, objective, input, modeling, guided practice, independent practice). ○ Teacher is beginning to use available technology tools to enhance instruction. ○ Teacher is beginning to include strategies that address students' learning styles. 	<ul style="list-style-type: none"> ○ Teacher regularly differentiates instruction, using different teaching methods and materials. ○ Teacher appropriately and effectively implements district and/or school initiatives. ○ Teacher regularly implements a variety of instructional strategies that address students' learning styles. ○ Teacher regularly integrates available technology into instruction and student activities. 	<ul style="list-style-type: none"> ○ Teacher consistently utilizes various instructional strategies that effectively narrow the achievement gap for students. ○ Teacher consistently and intentionally selects the "best practices" to match students' learning needs/styles and lesson objective. ○ Teacher consistently and effectively differentiates instruction to meet all learner needs. ○ Teacher consistently and effectively includes technology as an integral learning tool, whenever appropriate and accessible. 	<ul style="list-style-type: none"> ○ Teacher is a resource for staff, modeling and supporting the use of new and creative instructional strategies. ○ Teacher constantly explores, researches, and effectively implements new and innovative technology into teaching, whenever feasible. ○ Teacher's success in closing the achievement gap in his/her classroom motivates other staff to replicate these effective techniques and strategies. 	

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.

Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	...and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	...and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	...and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
Possible CMS	<ul style="list-style-type: none"> ○ Teacher is working to provide instruction using PowerPoint, smart boards, Wikis, blogs, etc., as appropriate and accessible. ○ Teacher attends relevant professional development workshops to improve the use of technology as a teaching and learning tool. 	<ul style="list-style-type: none"> ○ Teacher routinely provides instruction using PowerPoint, Smart boards, Wikis, blogs, etc., as appropriate and accessible. ○ Teacher encourages students to use available technology as a learning tool, including assistive technology for students with special needs. 	<ul style="list-style-type: none"> ○ Teacher maximizes the use of technology as a learning tool whenever appropriate and accessible. ○ Teacher frequently uses technology-based student work products as a part of the teacher's instructional design. ○ Teacher seeks funding sources to secure technology and instructional materials to enhance instruction. 	<ul style="list-style-type: none"> ○ Teacher regularly engages students in the use of technology to address higher level thinking skills and 21st century standards (problem solving, project-based learning, etc.). ○ Teacher supports colleagues, helping others write grants or seek materials/technology for the school's instructional program. 	

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.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State Descriptors	<ul style="list-style-type: none"> □ Understands the importance of developing students' critical-thinking and problem solving skills. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills. 	<p>...and</p> <ul style="list-style-type: none"> □ Teacher regularly engages students in processes needed to: <ul style="list-style-type: none"> • 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. 	<p>...and</p> <ul style="list-style-type: none"> □ Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ Teacher is working to include critical thinking opportunities in every lesson. ○ Teacher models problem-solving techniques in the classroom. 	<ul style="list-style-type: none"> ○ Teacher regularly uses questioning strategies that engage, motivate and challenge students. ○ Teacher's use of critical thinking skills is evidenced in written lesson plans. ○ Teacher is teaching students to recognize the different levels of critical thinking. ○ Teacher engages students in activities that require students to exercise and use sound reasoning. ○ Teacher regularly develops lesson plans that increase in complexity of content and critical thinking levels over time (i.e. in a week or unit of study). 	<ul style="list-style-type: none"> ○ Teacher regularly provides opportunities for students to ask questions, think creatively, synthesize knowledge, and draw conclusions in class discussions, activities, and work assignments. ○ Teacher is careful listener to students as they process how they learn (metacognition). ○ Teacher coaches students to use sound reasoning, make complex choices, analyze and solve problems as independent thinkers 	<ul style="list-style-type: none"> ○ Teacher regularly coaches other teachers to create lesson plans that move up in complexity of content and critical thinking levels over time. ○ Teacher consistently implements strategies that move students from simple to complex content, and from remembering and understanding to critical thinking and problem solving. 	

f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams to help students define roles, strengthen social ties, improve communication and collaboration skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	...and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	...and <input type="checkbox"/> Encourages students to create and manage learning teams.	...and Foster the development of student leadership and teamwork skills to be used beyond the classroom.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher is familiar with 21st century skills and is developing student learning team processes that will support effective student collaboration. Teacher occasionally provides activities for students that require them to work together, cooperatively and collaboratively. Teacher leads students in processing collaborative skills at the completion of these activities. 	<ul style="list-style-type: none"> Teacher regularly uses collaborative learning teams that work independently and interdependently to achieve learning goals. Students are able to process collaborative skills at the completion of these activities. Collaborative work is structured and well organized, with students being held accountable for group processes as a team and for academic learning as individuals. 	<ul style="list-style-type: none"> Teacher helps students define roles, strengthen social ties, improve communication skills, and interact with people from diverse backgrounds. Students regularly have the opportunity to work collaboratively with others from different cultures and backgrounds. The teacher has designed the classroom environment to provide students with opportunities for leadership within the classroom. 	<ul style="list-style-type: none"> The work of cooperative learning teams provides students an opportunity to take leadership roles and impact the community outside of the classroom, such as service learning, senior exit projects, etc. Student teams set specific project goals that have a school-wide and/or community-wide impact and teams are able to meet these goals effectively. Collaborative school teams have achieved community-wide, statewide, or national recognition for student-driven projects. 	

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.					
Observation	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated (Comment Required)</i>
State Descriptors	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the ability to effectively communicate with students. <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of methods for communication with all students. <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Creates a variety of methods to communicate with all students. <input type="checkbox"/> Establishes classroom practices, which encourage all students to develop effective communication skills. 	...and <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. <input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills. 	
Possible CMS Indicators	<ul style="list-style-type: none"> ○ <i>Teacher uses fluent and precise speech.</i> ○ <i>Teacher communicates clear assignments and work standards to all students.</i> ○ <i>Teacher is a respectful listener and communicator with students of all backgrounds and abilities.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher facilitates positive communication through feedback given to students in a variety of ways (e.g., verbal, written, e-mails).</i> ○ <i>Teacher regularly includes open, academic discussions within the classroom.</i> ○ <i>Teacher provides instruction and models effective communication for resolving classroom concerns or problems.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher creates opportunities for students to articulate ideas through structured activities, such as Socratic seminars, document based responses, or response journals.</i> ○ <i>Teacher and students work collaboratively to address concerns within the classroom that would negatively impact the academic climate.</i> ○ <i>Teacher consistently and effectively demonstrates skill in involving reluctant learners in classroom activities that foster communication skills.</i> 	<ul style="list-style-type: none"> ○ <i>Teacher provides opportunities for students to develop communication skills that will facilitate their success in the global environment of the 21st Century.</i> ○ <i>Teacher routinely uses a variety of communication venues to motivate and involve students in real world problem-solving and communication (e.g., blogging with experts, Twitters to community leaders, and other technologies).</i> ○ <i>Teacher serves as a role model for effective communication with all stakeholders.</i> ○ <i>Teacher provides training in effective communication skills at school or district-level (e.g., presentation skills, holding effective parent conferences, how to make home visits).</i> 	

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.					
Observe	<i>Developing</i>	<i>Proficient</i>	<i>Accomplished</i>	<i>Distinguished</i>	<i>Not Demonstrated</i>
State Descriptors	<input type="checkbox"/> Teacher collects indicators to monitor and evaluate student progress. <input type="checkbox"/> Assesses students in the attainment of 21st Century knowledge, skills, and dispositions.	...and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. <input type="checkbox"/> Provides evidence that students attain 21st century knowledge, skills and dispositions.	...and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning. <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	...and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. <input type="checkbox"/> Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher gathers information that shows student performance is being evaluated. Teacher is learning to use varied formative and summative assessments, which also include 21st century skills. 	<ul style="list-style-type: none"> Assessment occurs daily, is inclusive of all students, and occurs throughout all parts of the lesson. Teacher uses a variety of assessment strategies to collect data regarding students' attainment of lesson objectives. Student work products are used routinely as assessment tools. Rubrics for student work are used regularly, are developed with student input, and include students' self-assessment. 	<ul style="list-style-type: none"> Teacher regroups students to re-teach and/or enrich on a regular basis, based on student performance. Assessment data is routinely used to make adjustments in instruction so that students are challenged and making academic progress. Students are frequently engaged in assessing their own progress. 	<ul style="list-style-type: none"> Teacher consistently provides opportunities for students to self assess by using data folders, personal work samples and/or portfolios. Teacher routinely uses peer feedback to assist students in evaluating their own progress. 	

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					
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.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State Descriptors	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	...and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	...and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	...and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher uses data to identify when and where students are <u>not</u> learning. Teacher demonstrates an understanding of the learning process. Teacher actively participates in reflective practice with mentors, teammates and/or administrators. Teacher willingly makes adjustments from lessons as suggested by colleagues and administrators. 	<ul style="list-style-type: none"> Teacher looks at his/her instruction and curriculum in light of the success of students and is eager to make needed modifications. Teacher uses current research-based practices to enhance the teaching and learning process. Teacher is able to accurately identify his/her own strengths and weaknesses in regard to instruction. Teacher uses student work products to evaluate his/her teaching performance. Teacher is able to match intentional teaching strategies to student needs and lesson objectives. 	<ul style="list-style-type: none"> Teacher effectively adjusts instruction during a lesson based on responses or performance of students. Teacher capitalizes on teachable moments as they occur during instruction. Teacher shares and analyzes the success of lessons with colleagues to determine the most effective instructional approaches for students. Teacher regularly asks for feedback on his/her performance from peers through videos, etc. Teacher constantly reviews student work to determine ways to increase engagement and rigor. 	<ul style="list-style-type: none"> Teacher consistently reflects on the impact of lessons taught and uses this analysis to increase learning for all students. Teacher's passion for the profession makes a difference in student learning and drives his/her daily work. Teacher feels a sense of efficacy and shares positive student outcomes with other staff members. Teacher is sensitive to the impact of the social and emotional needs of students and responds accordingly. Teacher frequently seeks feedback from all stakeholders, including students, to increase his/her teaching effectiveness. Teacher reflects on school-wide needs and takes the initiative to research possible solutions and plan for their implementation. 	

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.					
Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State	<input type="checkbox"/> Understands the importance of professional development.	...and <input type="checkbox"/> Participates in professional development aligned with professional goals.	...and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	...and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher accurately completes a self-assessment identifying his or her own strengths and weaknesses in the classroom. Teacher participates in professional development based on self-assessment and/or student needs identified in data. Teacher has a positive attitude in school-based professional development. Teacher successfully completes a PDP that aligns with needed professional growth. 	<ul style="list-style-type: none"> Teacher implements and reflects on practices learned in professional development. Teacher's reflection leads to selection of appropriate professional development that addresses best practices and 21st century skills. Teacher effectively participates in a PLC to identify instructional problems, research solutions and work collaboratively to implement innovative ideas or programs. Teacher's shared reflections in collaborative meetings encourage meaningful dialogue. 	<ul style="list-style-type: none"> Teacher's reflection on practices learned in professional development leads to improved instruction and increased student achievement. Teacher seeks professional growth opportunities beyond the school to foster his/her own development (e.g., conferences, advanced degrees, visits to other schools). Teacher is a lead learner in the school, sharing new learning with others and making connections for teachers between new learning and their classroom practices. Teacher effectively serves as a mentor within the school to support a novice teacher. Teacher effectively serves as a model teacher, helping struggling teachers improve their practice. 	<ul style="list-style-type: none"> Teacher's reflections as a successful participant in the National Board process result in a significant impact in the teacher's overall performance within the classroom and the total school community. Teacher successfully serves as a Professional Development Master Teacher for the district. Teacher assists the administrators with needs assessments and planning to determine appropriate staff development for the school. Teacher successfully conducts action research and shares results with colleagues. 	

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.

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
State	<input type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	...and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	...and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	...and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	
Possible CMS Indicators	<ul style="list-style-type: none"> Teacher is learning to use “high yield” instructional strategies. Teacher is becoming knowledgeable of the technology tools available and their use as teaching and learning tools. Teacher focuses his/her professional development on acquiring information and skill in the most current approaches to teaching and learning. Teacher is working to implement research-based, district programs that have been put in place to address students’ academic and behavioral needs. 	<ul style="list-style-type: none"> Teacher regularly implements “high yield” instructional strategies that result in academic gains for students. Teacher regularly integrates the most current technology into classroom instruction and student activities. Teacher appropriately and effectively implements district and/or school initiatives. Teacher consistently and intentionally utilizes various instructional strategies that effectively narrow the achievement gap for students. Teacher actively and positively accepts change within the school setting 	<ul style="list-style-type: none"> Teacher consistently and intentionally selects “best practices” to match students’ learning needs, styles, and the lesson’s objective. Teacher is a life-long learner, always seeking to find additional approaches to address students’ learning needs. Teacher is a model for staff in the use of the most current technology as an integral learning tool in the classroom. Teacher is willing to take risks and “thinks outside of the box” for strategies to increase student achievement. Teacher initiates needed change within the school and/or classroom and “drives” its success. 	<ul style="list-style-type: none"> Teacher is a resource for staff, modeling and supporting the use of new and creative instructional strategies that have been successfully implemented in his/her classroom. Teacher constantly explores and researches new and innovative technology and effectively implements this technology into teaching whenever feasible. Teacher’s success in closing the achievement gap in his/her classroom motivates other staff to replicate these effective techniques and strategies. 	

Comments:

Examples of Artifacts:

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

Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: _____ Yes _____ No

Supervisor or Evaluator Signature

Date

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