

NORTH CAROLINA

Teacher Leadership Specialist

EVALUATION PROCESS



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

May 2015

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Jean M. Williams, Ph.D.

Research and Evaluation Associates

10158 Bluffmont Lane

Lone Tree, CO 80124

jean@centurylink

(303) 349-9638

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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 teacher leadership specialists must use daily in order to help 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.

North Carolina Teacher Leadership Specialist Standards

This tool is intended to be used with teacher leadership specialists employed by schools and school systems in North Carolina. Teacher leadership specialists are district- or building-based professionals who help teachers become better teachers. Theirs is a support role involving direct interaction with teachers for the purpose of improving student learning and achievement. Their roles involve individual work with teachers, team development and collaboration, and organizational development. Teacher leadership specialists do not have direct responsibility for a roster of students. They support but neither supervise nor evaluate teachers.

Vision for Teacher Leadership Specialists

The demands of providing a 21st Century education dictate new roles for teacher leadership specialists. Teacher leadership specialists are called on to have a larger role in their schools and school communities. School leadership is distributed among the staff and administration in order to bring consensus, common understandings, and shared ownership of the vision and purpose of the school. Teacher leadership specialists are valued for their leadership abilities throughout the school.

Teacher leadership specialists support teachers in making instructional content engaging and meaningful to students and facilitate the integration of curriculum and related projects across disciplines. They serve as facilitators of professional development, coaching, mentoring, and co-teaching activities. Their work includes supporting the development of authentic and structured assessment strategies to assure that students demonstrate understanding of the content taught and ability to apply the skills they have learned. Teacher leadership specialists demonstrate the value of lifelong learning and instill a love of reading and learning in the students with whom they come into contact.

Standard I: Teacher leadership specialists demonstrate leadership.

Element a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.

Element b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.

Element c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.

Element d. Teacher leadership specialists demonstrate high ethical standards.

Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.

Element a. Teacher leadership specialists model respectful communication strategies.

Element b. Teacher leadership specialists differentiate professional learning to meet the diverse learning needs in the school/district.

Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.

Element a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.

Element b. Teacher leadership specialists use their knowledge of the structure and content of the *NC Standard Course of Study* to support educators.

Element c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.

Element d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.

Element e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.

Standard IV: Teacher leadership specialists facilitate the growth and development of educators.

Element a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.

Element b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.

Element c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.

Element d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.

Standard V: Teacher leadership specialists engage in and facilitate reflective practice.

Element a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.

Element b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.

Element c. Teacher leadership specialists facilitate reflective practice in others.

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.

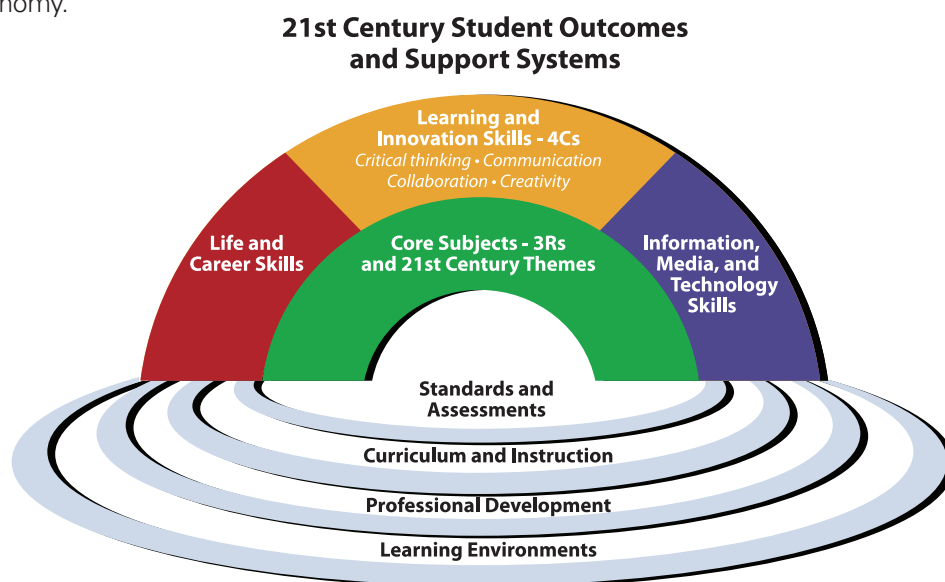


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as “21st Century student outcomes” (represented by the rainbow in Figure 1) 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 school must move beyond a focus on basic competency in core subjects 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
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 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 change 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 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 multidimensional 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.p21.org. Used with permission.

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 MILE Guide and served as a foundation for the North Carolina Teacher Leadership Specialist 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.

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and 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 managing workload.
- Being punctual and reliable.

Personal Responsibility

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

People Skills

- Working appropriately and productively with others.

Self-Direction

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

Social Responsibility

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

North Carolina Teacher Leadership Specialist Evaluation Process

The rubric used for evaluating North Carolina's teacher leadership specialists is based on the Framework for 21st Century Learning and the North Carolina Teacher Leadership Specialist Standards. For the purposes of this evaluation, teacher leadership specialists are defined as district or building-based professionals who do not have direct responsibility for a roster of students. They support but neither supervise nor evaluate teachers. They have no fiscal responsibilities and are not tied to a specific license. The rubric is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials 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 Leadership Specialist Evaluation Process is to assess the teacher leadership specialist's performance in relation to the North Carolina Teacher Leadership Specialist Standards and to design a plan for professional growth. The supervisor will conduct the evaluation process in which the teacher leadership specialist will actively participate through the use of self-assessment, reflection, presentation of artifacts, and professional activities.

Evaluation Requirements

All school support staff members who are licensed by the North Carolina Department of Public Instruction are required to adhere to the annual evaluation requirements outlined in GS 115c-333.1(a).

The Evaluation Process shall be conducted annually, according to one of the following cycle types:

Comprehensive Evaluation Cycle

- Teacher Leadership Specialist Self-Assessment
- Professional Development Plan
- Formal Observation (with pre- and post-conference)
- Formal Observation (with post-conference)
- Formal Observation (with post-conference)
- Peer Observation (with post-conference)
- Summative Evaluation Conference
- Summary Rating Form

Standard Evaluation Cycle

- Teacher Leadership Specialist Self-Assessment
- Professional Development Plan
- Formal Observation (with pre- and post-conference)
- Observation (Formal or Informal)
- Observation (Formal or Informal)
- Summative Evaluation Conference
- Summary Rating Form

Determining the Cycle

Teacher Leadership Specialists with less than three consecutive years of employment must be evaluated on a Comprehensive Cycle.

Teacher Leadership Specialists with more than three consecutive years of employment may be evaluated on either cycle (standard or comprehensive) at the discretion of the district.

Note: There is no Abbreviated Evaluation Cycle for Teacher Leadership Specialists.

Process

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

Component 1: Training

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

Component 2: Orientation

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

- A. The Rubric for Evaluating North Carolina Teacher Leadership Specialists;
- B. North Carolina State Board Policy TCP-C-004; and
- C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina Teacher Leadership Specialists, the teacher leadership specialist 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 leadership specialist to discuss the teacher leadership specialist's self-assessment based on the Rubric for Evaluating North Carolina Teacher Leadership Specialists, the teacher leadership specialist's most recent professional growth plan, and the session/lesson to be observed. The teacher leadership specialist will provide the principal with a written description of the session/ lesson. 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 session or class period.
An informal observation shall be at least 20 minutes in duration
- B. New teacher leadership specialists who have not been employed for at least three consecutive years
 - 1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new teacher leadership specialists.
 - 2. A peer shall conduct one formal observation of a new teacher leadership specialist.
- C. Experienced teacher leadership specialists (including those with career status) who have been employed for three or more years
 - 1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all teacher leadership specialists with greater than three years of experience.

During observations, the principal and peer (in the case of a new teacher leadership specialist) shall note the teacher leadership specialist's performance in relationship to the applicable Standards on the Rubric for Evaluating North Carolina Teacher Leadership Specialists. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

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 leadership specialist shall discuss and document on the Rubric the strengths and weaknesses of the teacher leadership specialist's performance during the observed session/lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Leadership Specialist 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 leadership specialist. During the summary evaluation conference, the principal and teacher leadership specialist shall discuss the teacher leadership specialist's self-assessment, the teacher leadership specialist's most recent Professional Growth Plan, the components of the North Carolina Teacher Leadership Specialist Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher leadership specialist's performance on the Rubric.

At the conclusion of the North Carolina Teacher Leadership Specialist 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 leadership specialist with the opportunity to add comments to the Teacher Leadership Specialist Summary Rating Form;
- E. Review the completed Teacher Leadership Specialist Summary Rating Form with the teacher leadership specialist; and
- F. Secure the teacher leadership specialist's signature on the Record of Teacher Leadership Specialist Evaluation Activities and Teacher Leadership Specialist Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

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

Monitored Growth Plans

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

- A. Is rated "Developing" on one or more Standards on the Teacher Leadership Specialist 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 leadership specialist should undertake to achieve Proficiency, and a timeline which allows the teacher leadership specialist 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 leadership specialist shall be placed on a Directed Growth Plan whenever he or she:

- A. Is rated
 1. “Not Demonstrated” on any Standard on the Teacher Leadership Specialist Summary Rating Form; or
 2. “Developing” on one or more Standards on the Teacher Leadership Specialist 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 leadership specialist 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).

Effective Dates and Effect on Licensing

Effective with the 2013-2014 school year, all teacher leadership specialists 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 Teacher Leadership Specialist Standards and North Carolina Teacher Leadership Specialist Evaluation Process in which case the local board shall use that instrument.

Beginning Teacher Leadership Specialists

Effective 2013-2014, beginning teacher leadership specialists must be rated “Proficient” on the North Carolina Professional Teacher Leadership Specialist Standards on the most recent Teacher Leadership Specialist Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Purposes of the Evaluation Process

The teacher leadership specialist performance evaluation process will:

- Serve as a measurement of performance for individual teacher leadership specialists;
- Serve as a guide for teacher leadership specialists as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teacher leadership specialists;
- Guide professional development programs for teacher leadership specialists;
- Serve as a tool in developing coaching and mentoring programs for teacher leadership specialists;

In December 2013, the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina Teacher Leadership Specialists and the Teacher Leadership Specialist Evaluation Process. Responsibilities for teacher leadership specialists and their evaluators, as they complete the evaluation process, are as follows:

Teacher Leadership Specialist Responsibilities

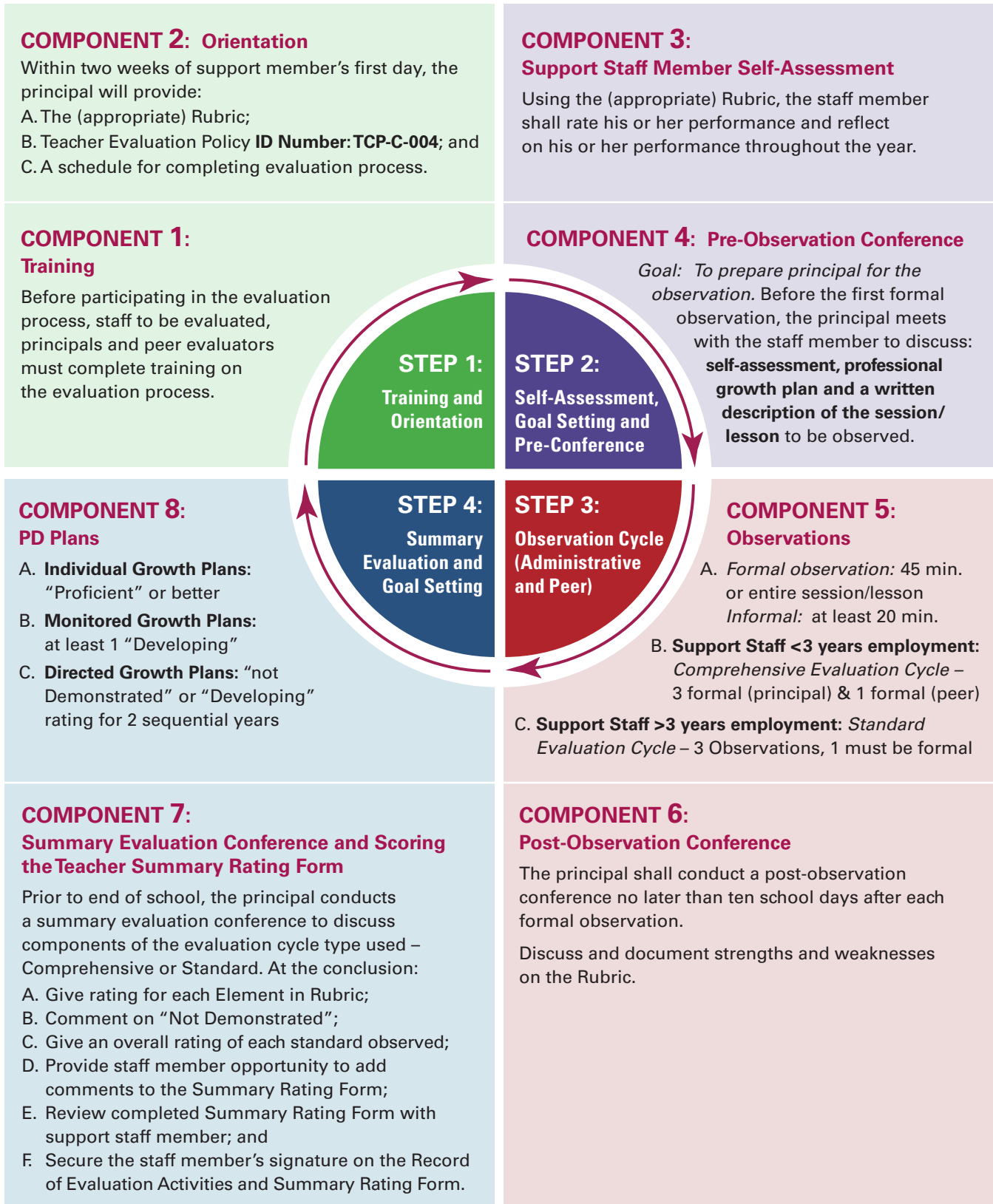
- Know and understand the North Carolina Professional Teacher Leadership Specialist Standards.
- Understand the North Carolina Teacher Leadership Specialist Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, and evidence to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

Administrator/Evaluator Responsibilities

- Know and understand the North Carolina Teacher Leadership Specialist Standards.
- Supervise the teacher leadership specialist evaluation process and ensure that all steps are conducted according to the approved process.
- Identify the teacher leadership specialist's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Leadership Specialist Summary Evaluation Form contain accurate information and accurately reflect the teacher leadership specialist's performance.
- Develop and supervise implementation of action plans as appropriate.

Annual Evaluation Process – Revised 2015

For more information regarding the evaluation process, go to <http://ncees.ncdpi.wikispaces.net/>



Rubric for Evaluating North Carolina Teacher Leadership Specialists

The following rubric was developed to align with and exemplify the North Carolina Professional Teacher Leadership Specialist Standards I-V approved by the North Carolina State Board of Education. The evaluator will use the rubric during observations to check descriptors that describe levels of performance and by the teacher leadership specialist during self-assessment. Together, these materials form the core of the North Carolina Teacher Leadership Specialist Evaluation Process.

After all observations have been completed, teacher leadership specialist performance will be noted as follows:

- **Not Demonstrated:** Teacher leadership specialist did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the *Not Demonstrated* rating is used, the administrator/evaluator must comment about why it was used.)
- **Developing:** Teacher leadership specialist demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Teacher leadership specialist demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Teacher leadership specialist exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** Teacher leadership specialist consistently and significantly exceeded basic competence on standard(s) of performance.

For the summative ratings, these levels are cumulative across the rows of the rubric. The teacher leadership specialist who is rated Developing for an element may be a beginning teacher leadership specialist exemplifying the skills expected of a teacher leadership specialist who is new to the profession or an experienced teacher leadership specialist who is working in a new content area or grade level or who needs a new skill in order to meet the standard. A teacher leadership specialist who is rated Proficient for an element must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a teacher leadership specialist who is rated Distinguished for an element exhibits all of the skills and knowledge described for that element across the row.

The Not Demonstrated level should be used when the teacher leadership specialist performs below expectations during an observation and is not making adequate growth toward becoming proficient on the element. This rating is used on the Summary Rating Form when the principal has not been able to check any of the descriptors for the element being rated on at least one observation during the evaluation cycle. When a teacher leadership specialist indicates Not Demonstrated during an observation or is rated Not Demonstrated on the Summary Rating Form for an element, then a comment must be made as to why.

Directions for Completing the Rubric

Completing the Rubric for Self-Assessment

The teacher leadership specialist will complete a self-assessment based on the Rubric for Evaluating North Carolina Teacher Leadership Specialists in preparation for the Pre-Observation Conference. The self-assessment is a 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 to provide input to the final, end-of-year ratings. The teacher leadership specialist should complete the rubric by checking descriptors that characterize strengths and consider descriptors that have not been checked as areas for improvement. The teacher leadership specialist shall measure his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Completing the Rubric for Observations

The principal or evaluator will complete the Rubric for Evaluating North Carolina Teacher Leadership Specialists during teacher leadership specialist observations. The evaluator checks descriptors that are observed during the session/lesson and considers evidence of additional performance responsibilities demonstrated by the teacher leadership specialist. If the observer is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such case, the observer must write a comment about what was observed and suggestions for improving performance. During each post-observation conference, the principal and teacher leadership specialist discuss and document on the rubric the strengths and weaknesses of the teacher leadership specialist's performance during the observed session/lesson.

End-of-Year Final Summary Evaluation

Compiling Observation Data to Determine Summary Ratings

After all observations have been completed, the number of checks per descriptor should be added together for scoring the elements of each standard. The principal must determine whether or not each descriptor was observed at least once, across all observations over the course of the year.

Completing the Summary Rating Form

The rating for an element is the lowest rubric-column category for which all descriptors were observed at least once during the evaluation cycle. After the rating for each element is established, an overall rating for each standard may be determined.

Overall ratings of standards should not be determined until the end of the year. During the Summary Evaluation Conference, the principal and teacher leadership specialist shall discuss the self-assessment, the most recent Professional Development Plan, the components of the North Carolina Teacher Leadership Specialist Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher leadership specialist's performance on the rubric. The Summary/End-of-Year Rating Form is to be jointly reviewed by the teacher leadership specialist and evaluator during the Summary Evaluation Conference.

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

Example of Compiling Observation Data to Determine Summary Ratings

Standard I: Teacher leadership specialists demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.				
3 Participates in professional learning community (PLC).	... and Coordinates PLCs around professional development for teams to: <ul style="list-style-type: none"> 2 Collaborate. 2 Discuss student learning. 2 Implement effective PLC strategies. 2 Improve their productivity. 	... and Stimulates effectiveness of PLCs by: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting and analyzing data. <input type="checkbox"/> Documenting activities. 1 Provides support and feedback as others lead professional learning communities. 	... and Uses monitoring data to: <ul style="list-style-type: none"> 1 Guide PLC improvement activities. <input type="checkbox"/> Sustain a system of highly functioning PLCs within a school or district appropriate for the teacher leadership specialist's role. 	
Element b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.				
3 Participates in teacher leadership specialist meetings to learn about district initiatives and priorities. 3 Participates in a professional learning network (PLN).	... and <ul style="list-style-type: none"> 2 Conducts professional development to implement and support school and district initiatives and priorities. <input type="checkbox"/> Convenes varied groups of professionals to solicit input regarding school-based issues. 2 Elicits support and expertise from others in the school to enhance professional learning. 	... and <ul style="list-style-type: none"> 1 Collaborates with district educators to create professional development strategies that support school and district initiatives and priorities. <input type="checkbox"/> Elicits support and expertise from the district and the community to enhance professional learning at the school. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with regional and national educators to influence the profession. <input type="checkbox"/> Leverages regional and national networks to enhance professional learning at the school and/or district. 	

Standard I: Teacher leadership specialists demonstrate leadership.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.				
<p><input type="checkbox"/> 3 Articulates policies and practice affecting student learning.</p> <p><input type="checkbox"/> 2 Articulates evidence-based effective instruction.</p>	<p>... and</p> <p><input type="checkbox"/> 3 Supports positive change in practice that impacts student learning.</p> <p><input type="checkbox"/> 2 Advocates for students by supporting evidence-based instruction and sound educational programs.</p>	<p>... and</p> <p>Advocates and provides evidence and support for:</p> <p><input type="checkbox"/> 2 New initiatives as needed.</p> <p><input type="checkbox"/> Policies that support educational programs focused on student learning.</p> <p><input type="checkbox"/> A culture of student advocacy within the school.</p>	<p>... and</p> <p><input type="checkbox"/> Participates in developing policies and practice to improve student learning.</p> <p><input type="checkbox"/> 1 Creates systems that sustain evidence-based effective instruction.</p>	
Element d. Teacher leadership specialists demonstrate high ethical standards.				
<p><input type="checkbox"/> 3 Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i>.</p>	<p>... and</p> <p><input type="checkbox"/> 3 Adheres to the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i>.</p>	<p>... and</p> <p><input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i>.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages others to uphold the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i>.</p>	

Example of Marking the Summary Rating Sheet

Summary Rating Sheet for Teacher Leadership Specialists	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.					
Standard I: Teacher leadership specialists demonstrate leadership.					
a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.			✓		
b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.		✓			
c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.			✓		
d. Teachers leadership specialists demonstrate high ethical standards.			✓		
Overall Rating for Standard I			✓		
Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.					
a. Teacher leadership specialists model respectful communication strategies.			✓		
b. Teacher leadership specialists differentiate professional learning to meet the diverse learning needs in the school/district.				✓	
Overall Rating for Standard II			✓		
Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.					
a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.					✓
b. Teacher leadership specialists use their knowledge of the structure and content of the <i>NC Standard Course of Study</i> to support educators.				✓	
c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.			✓		
d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.			✓		
e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.			✓		
Overall Rating for Standard III			✓		

Standard IV: Teacher leadership specialists facilitate the growth and development of educators.

a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.	✓				
b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.		✓			
c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.			✓		
d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.	✓				
Overall Rating for Standard IV	✓				

Standard V: Teacher leadership specialists engage in and facilitate reflective practice.

a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.			✓		
b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.			✓		
c. Teacher leadership specialists facilitate reflective practice in others.			✓		
Overall Rating for Standard V			✓		

Glossary

Artifact – A product resulting from the work of a support staff member. Artifacts are natural by-products of work and are not created for the purpose of satisfying evaluation requirements. Artifacts can be presented by the support staff member to the evaluator to provide evidence of descriptors in the rubric.

Comprehensive Evaluation Cycle – Required for new support staff members and includes a pre-observation conference which must precede the first of 3 formal observations, 1 peer observation, and Summative Evaluation.

Data – Factual information used as the basis for reasoning, discussion, or planning.

Evaluation – Annual assessment of performance based on standards, captured on the Summary Rating Form.

Evaluator – The person responsible for overseeing and completing the support staff member's evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Experienced Support Staff Member – A support staff member who has been employed for three or more years.

Evidence – Documents or events that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

New Support Staff Member – A support staff member who has been employed less than three years.

Observation – When an evaluator checks descriptors of the rubric while watching a session/lesson.

- i. **Formal Observation** – A formal observation shall last 45 minutes or an entire session/lesson.
- ii. **Informal Observation** – An informal observation should last at least 20 minutes each. A post-conference is not required but can be requested by the support staff member.

Orientation – Second component of the Evaluation Process to provide support staff members with required documents. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of the school year and/or individually as staff is added throughout the year.

Pre-Observation Conference – The third component of the Evaluation Process. The goal of the conference is to prepare the principal for the first observation by discussing the support staff member’s self-assessment, professional growth plan, and a written description of the session/lesson to be observed.

Professional Development Plan – Component eight of the Evaluation Process. One of three professional growth plans is required for support staff: individual, monitored, or directed.

Rubric for Evaluating North Carolina (specific) Support Staff – A composite matrix of the standards, elements, and descriptors for (specific) support staff members:

- a. **Performance Standards** – The distinct aspect or realm of activities that form the basis for the evaluation of the support staff member.
- b. **Performance Elements** – The subcategories of performance embedded within the performance standard.
- c. **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance element.

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

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, to guide discussions about goal-setting, professional development and program needs, and to provide input to the final ratings.

Standard Evaluation Cycle – is an option for experienced support staff members and includes a formal observation with a pre-conference, 2 formal or informal observations, and a Summative Evaluation.

Teacher Leadership Specialists – Teacher leadership specialists are district- or building-based professionals who help teachers become better teachers. Theirs is a support role involving direct interaction with teachers for the purpose of improving student learning and achievement. Their roles involve individual work with teachers, team development and collaboration, and organizational development. Teacher leadership specialists do not have direct responsibility for a roster of students. They support but neither supervise nor evaluate teachers. They have no fiscal responsibilities and are not tied to a specific license.

Training – State-approved and sponsored training on the rubric and evaluation process required of support staff members and individuals responsible for their evaluation.

Appendix A - Codes of Ethics

Code of Ethics for North Carolina Educators

Code of Professional Practice and Conduct for North Carolina Educators

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 System

- 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 decision making 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

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.

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.*

Appendix B - Forms

North Carolina Rubric for Evaluating North Carolina Teacher Leadership Specialists

Teacher Leadership Specialist Summary Rating Sheet

Teacher Leadership Specialist Summary Rating Form (Required)

Professional Growth Plan (Required)

Record of Evaluation Activities

Rubric for Evaluating North Carolina Teacher Leadership Specialists

Standard I: Teacher leadership specialists demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.				
<input type="checkbox"/> Participates in professional learning community (PLC).	... and Coordinates PLCs around professional development for teams to: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate. <input type="checkbox"/> Discuss student learning. <input type="checkbox"/> Implement effective PLC strategies. <input type="checkbox"/> Improve their productivity. 	... and Stimulates effectiveness of PLCs by: <ul style="list-style-type: none"> <input type="checkbox"/> Collecting and analyzing data. <input type="checkbox"/> Documenting activities. <input type="checkbox"/> Provides support and feedback as others lead professional learning communities. 	... and Uses monitoring data to: <ul style="list-style-type: none"> <input type="checkbox"/> Guide PLC improvement activities. <input type="checkbox"/> Sustain a system of highly functioning PLCs within a school or district appropriate for the teacher leadership specialist's role. 	
Element b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.				
<input type="checkbox"/> Participates in teacher leadership specialist meetings to learn about district initiatives and priorities. <input type="checkbox"/> Participates in a professional learning network (PLN).	... and <input type="checkbox"/> Conducts professional development to implement and support school and district initiatives and priorities. <input type="checkbox"/> Convenes varied groups of professionals to solicit input regarding school-based issues. <input type="checkbox"/> Elicits support and expertise from others in the school to enhance professional learning.	... and <input type="checkbox"/> Collaborates with district educators to create professional development strategies that support school and district initiatives and priorities. <input type="checkbox"/> Elicits support and expertise from the district and the community to enhance professional learning at the school.	... and <input type="checkbox"/> Collaborates with regional and national educators to influence the profession. <input type="checkbox"/> Leverages regional and national networks to enhance professional learning at the school and/or district.	

Standard I: Teacher leadership specialists demonstrate leadership.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.				
<input type="checkbox"/> Articulates policies and practice affecting student learning. <input type="checkbox"/> Articulates evidence-based effective instruction.	... and <input type="checkbox"/> Supports positive change in practice that impacts student learning. <input type="checkbox"/> Advocates for students by supporting evidence-based instruction and sound educational programs.	... and Advocates and provides evidence and support for: <input type="checkbox"/> New initiatives as needed. <input type="checkbox"/> Policies that support educational programs focused on student learning. <input type="checkbox"/> A culture of student advocacy within the school.	... and <input type="checkbox"/> Participates in developing policies and practice to improve student learning. <input type="checkbox"/> Creates systems that sustain evidence-based effective instruction.	
Element d. Teacher leadership specialists demonstrate high ethical standards.				
<input type="checkbox"/> Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> and <input type="checkbox"/> Adheres to the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> and <input type="checkbox"/> Encourages others to uphold the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> .	

Examples of Artifacts that may be used to support ratings:

- ☐ Training modules
- ☐ Record of professional development offerings
- ☐ Strategic plans
- ☐ Service on committees
- ☐ Regional and national networks
- ☐ Schedule
- ☐ Weekly logs
- ☐ Evaluation of professional development
- ☐ Email correspondence
- ☐ Newsletters
- ☐ Websites
- ☐ Technology enabled collaborative tools
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):

Comments of Person Being Evaluated (Optional):

Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists model respectful communication strategies.				
<input type="checkbox"/> Communicates effectively with individuals and groups as a means to build relationships. <input type="checkbox"/> Identifies and acknowledges cultural differences that exist in the work environment.	... and <input type="checkbox"/> Communicates effectively with individuals and groups as a means to create and sustain relationships that focus on student learning. <input type="checkbox"/> Respects cultures, experience, backgrounds, ethnicities, beliefs, and languages in the school as evidenced by professional development practices.	... and <input type="checkbox"/> Facilitates effective conversations among educators to build relationships that focus on student learning. Promotes effective instruction through the use of: <input type="checkbox"/> Culturally relevant strategies. <input type="checkbox"/> Culturally sensitive strategies. <input type="checkbox"/> Different points of view.	... and Monitors communication strategies and patterns to: <input type="checkbox"/> Determine their effectiveness. <input type="checkbox"/> Adjust as needed. <input type="checkbox"/> Respectfully and effectively conduct difficult conversations as needed. <input type="checkbox"/> Provide effective feedback to teachers and/or other staff members regardless of their background.	
Element b. Teacher leadership specialists differentiate professional learning to meet the diverse learning needs in the school/district.				
<input type="checkbox"/> Identifies the diverse needs of individual educators.	... and <input type="checkbox"/> Adapts level of support to meet the diverse needs of individual educators.	... and <input type="checkbox"/> Provides appropriate differentiated professional development.	... and <input type="checkbox"/> Establishes peer support networks among educators to improve instruction.	

Examples of Artifacts that may be used to support ratings:

- ☐ Selection of diverse materials
- ☐ Follow-up emails
- ☐ Meeting notes
- ☐ Survey of teacher needs
- ☐ Choice sheets to determine individual professional development
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):

Comments of Person Being Evaluated (Optional):

STANDARD III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.				
<input type="checkbox"/> Uses the NC Professional Teaching Standards as the foundation for their work.	... and <input type="checkbox"/> Ensures that support and development activities align with the NC Professional Teaching Standards.	... and <input type="checkbox"/> Facilitates educators' growth and improvement related to meeting or exceeding the NC Professional Teaching Standards.	... and <input type="checkbox"/> Builds educators' capacity to support each other in their growth and improvement strategies.	
Element b. Teacher leadership specialists use their knowledge of the structure and content of the NC Standard Course of Study to support educators.				
<input type="checkbox"/> Knows the structure of the <i>North Carolina Standard Course of Study</i> for each discipline/subject.	... and <input type="checkbox"/> Provides resources to educators that support the <i>NC Standard Course of Study</i> and <input type="checkbox"/> Facilitates vertical and horizontal alignment of curriculum within and among disciplines/subjects and grade levels.	... and <input type="checkbox"/> Engages educators in curriculum design and long-range planning.	
Element c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.				
<input type="checkbox"/> Supports educators' practice of evidence-based instructional strategies with fidelity.	... and <input type="checkbox"/> Develops educators' understanding of evidence-based instructional strategies.	... and <input type="checkbox"/> Supports sustained implementation of evidence-based strategies. <input type="checkbox"/> Models evidence-based strategies for teachers and other staff members.	... and <input type="checkbox"/> Collaborates with educators to assess implementation and establish goals for improving instructional practices.	

Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.				
<input type="checkbox"/> Engages educators in data analysis.	... and <input type="checkbox"/> Focuses on student learning when discussing student data.	... and <input type="checkbox"/> Models effective use of data to identify trends in student learning.	... and <input type="checkbox"/> Facilitates educators' independence in data analysis and problem solving to improve student learning.	
Element e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.				
<input type="checkbox"/> Creates a risk-free and non-judgmental learning environment that builds on the assets and strengths of individual educators. <input type="checkbox"/> Knows the innovations and initiatives in which the school is engaged and assesses the stages of implementation.	... and Creates professional support that is: <input type="checkbox"/> Interactive. <input type="checkbox"/> Practical. <input type="checkbox"/> Timely. <input type="checkbox"/> Relevant. <input type="checkbox"/> Collaborates with administrators to align support with the status of implementation for school and/or district initiatives.	... and <input type="checkbox"/> Provides educators with opportunities to apply new concepts and skills and to receive supportive feedback. <input type="checkbox"/> Recognizes signs of resistance and supports educators to keep initiative implementation on track.	... and <input type="checkbox"/> Engages educators in reflection and goal-setting dialogue about their learning and professional development. Advocates for sufficient: <input type="checkbox"/> Preparation time. <input type="checkbox"/> Support for educators to work in teams.	

Examples of Artifacts that may be used to support ratings:

- ☐ Long-range, strategic, school improvement and other plans
- ☐ Goal setting
- ☐ Data samples
- ☐ Data notebooks
- ☐ Professional growth plans
- ☐ Leadership team meetings
- ☐ Professional development that models evidence-based practices
- ☐ Professional development on effective use of data
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):

Comments of Person Being Evaluated (Optional):

STANDARD IV: Teacher leadership specialists facilitate the growth and development of educators.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.				
<input type="checkbox"/> Collaborates with educators to develop short-term and long-term professional development goals.	... and <input type="checkbox"/> Utilizes a repertoire of support strategies ranging from direct support to empowering support.	... and <input type="checkbox"/> Differentiates intensity of support to match educators' needs.	... and <input type="checkbox"/> Develops and implements strategies and structures for sustaining supportive and continuous professional growth.	
Element b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.				
<input type="checkbox"/> Helps educators gather instructional resources.	... and <input type="checkbox"/> Makes relevant professional resources available to educators.	... and <input type="checkbox"/> Stimulates peer sharing of instructional and professional resources.	... and <input type="checkbox"/> Builds and maintains an easily accessible collection of professional resources.	
Element c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.				
<input type="checkbox"/> Identifies and supports the use of appropriate and available technology.	... and <input type="checkbox"/> Models and facilitates the use of appropriate and available instructional technology in lesson development.	... and <input type="checkbox"/> Capitalizes on the technology skills and resources available to educators.	... and <input type="checkbox"/> Creates opportunities for educators to share and showcase emerging technology applications on a regular basis.	
Element d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.				
<input type="checkbox"/> Encourages educators to incorporate 21st Century learning skills and knowledge into their practice.	... and <input type="checkbox"/> Practices and models problem-solving skills in response to instructional planning and assessment analysis.	... and <input type="checkbox"/> Assists educators in developing planning and assessment strategies that incorporate 21st Century learning.	... and <input type="checkbox"/> Facilitates the identification and/or development of new and innovative strategies to improve student achievement.	

Examples of Artifacts that may be used to support ratings:

- ☐ Instructional resources list
- ☐ Planning documents
- ☐ Scope and sequence
- ☐ Documentation of differentiated professional development
- ☐ Professional learning networks
- ☐ Web-based collaborative productivity tools
- ☐ Teacher support websites
- ☐ Instructional resource collection
- ☐ Model lessons and coaching sessions
- ☐ Evidence of collaboration
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):

Comments of Person Being Evaluated (Optional):

STANDARD V: Teacher leadership specialists engage in and facilitate reflective practice.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.				
<input type="checkbox"/> Identifies data needed to measure professional, effectiveness.	... and <input type="checkbox"/> Collects a variety of data to demonstrate the effectiveness of professional development. <input type="checkbox"/> Analyzes data using appropriate techniques.	... and <input type="checkbox"/> Interprets data findings. <input type="checkbox"/> Develops new strategies for providing services based on analysis of effectiveness data.	... and <input type="checkbox"/> Applies findings to the development of professional growth goals and the improvement of professional practice.	
Element b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.				
Identifies: <input type="checkbox"/> Student learning needs. <input type="checkbox"/> Professional development needs of the educators they serve.	... and Participates in professional development activities to support the needs of: <input type="checkbox"/> Educators. <input type="checkbox"/> Students.	... and <input type="checkbox"/> Anticipates needs of educators and students and aligns professional development to meet those needs.	... and <input type="checkbox"/> Advocates at the district level for professional development aligned with educator and student needs.	
Element c. Teacher leadership specialists facilitate reflective practice in others.				
<input type="checkbox"/> Discusses the benefits of reflective practice with the educators they serve.	... and Develops educator capacity to: <input type="checkbox"/> Collect various types of data from multiple sources. <input type="checkbox"/> Analyze data using appropriate techniques. <input type="checkbox"/> Interpret data findings. <input type="checkbox"/> Apply findings to the development of instructional strategies to everyday classroom practice.	... and <input type="checkbox"/> Models reflective practice.	... and <input type="checkbox"/> Designs a system for regular self-reflection and feedback.	

Examples of Artifacts that may be used to support ratings:

- ☐ Reflections log
- ☐ Journaling
- ☐ Professional memberships
- ☐ Needs assessment and their alignment to professional development plans
- ☐ Professional development surveys
- ☐ EVAAS data
- ☐ Benchmark assessment results data
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

Rubric Signature Page

Teacher Leadership Specialist Signature

Date

Evaluator Signature

Date

Peer Signature (if applicable)

Date

Comments Attached: ____ YES ____ NO

Evaluator Signature

Date

(Signature indicates question above regarding comments has been addressed)

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

Summary Rating Sheet for Teacher Leadership Specialists (Optional)

This sheet can be used to summarize observation data and to note information about areas needing improvement. It can be completed as part of the Summary Evaluation discussions conducted near the end of the school year. After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

Name	Date
School	District
Evaluator	Title

Elements	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
Standard I: Teacher leadership specialists demonstrate leadership.					
a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.					
b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.					
c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.					
d. Teachers leadership specialists demonstrate high ethical standards.					
Overall Rating for Standard I					

Summary Rating Sheet for Teacher Leadership Specialists (cont.)

Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.					
a. Teacher leadership specialists model respectful communication strategies.					
b. Teacher leadership specialists differentiate professional learning to meet the diverse needs in the school/district.					
Overall Rating for Standard II					
Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.					
a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.					
b. Teacher leadership specialists use their knowledge of the structure and content of the <i>NC Standard Course of Study</i> to support educators.					
c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.					
d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.					
e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.					
Overall Rating for Standard III					
Standard IV: Teacher leadership specialists facilitate the growth and development of educators.					
a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.					
b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.					
c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.					
d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.					
Overall Rating for Standard IV					
Standard V: Teacher leadership specialists engage in and facilitate reflective practice.					
a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.					
b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.					
c. Teacher leadership specialists facilitate reflective practice in others.					
Overall Rating for Standard V					

Teacher Leadership Specialist Summary Rating Form (Required)

This form is to be jointly reviewed by the teacher leadership specialist and evaluator during the Summary Evaluation Conference conducted at the end of the year.

Name	School Year
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School	District
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Evaluator	Evaluator's Title
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Date Completed	
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Standard I: Teacher leadership specialists demonstrate leadership.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a.	Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.					
b.	Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.					
c.	Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.					
d.	Teacher leadership specialists demonstrate high ethical standards.					
Overall Rating for Standard I						
Comments:		Evidence or documentation to support rating: <ul style="list-style-type: none"><input type="checkbox"/> Training modules<input type="checkbox"/> Record of professional development offerings<input type="checkbox"/> Strategic plans<input type="checkbox"/> Service on committees<input type="checkbox"/> Regional and national networks<input type="checkbox"/> Schedule<input type="checkbox"/> Weekly logs<input type="checkbox"/> Evaluation of professional development<input type="checkbox"/> Email correspondence<input type="checkbox"/> Newsletters<input type="checkbox"/> Websites<input type="checkbox"/> Technology enabled collaborative tools<input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>				
Recommended actions for improvement:						
Resources needed to complete these actions:						

Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Teacher leadership specialists model respectful communication strategies.						
b. Teacher leadership specialists differentiate professional learning to meet the diverse needs in the school/district.						
Overall Rating for Standard II						
Comments:	Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Selection of diverse materials <input type="checkbox"/> Follow-up emails <input type="checkbox"/> Meeting notes <input type="checkbox"/> Survey of teacher needs <input type="checkbox"/> Choice sheets to determine individual professional development <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 					
Recommended actions for improvement:						
Resources needed to complete these actions:						

Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.						
b. Teacher leadership specialists use their knowledge of the structure and content of the <i>NC Standard Course of Study</i> to support educators.						
c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.						
d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.						
e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.						
Overall Rating for Standard III						
Comments:	Evidence or documentation to support rating: <input type="checkbox"/> Long-range, strategic, school improvement and other plans <input type="checkbox"/> Goal setting <input type="checkbox"/> Data samples <input type="checkbox"/> Data notebooks <input type="checkbox"/> Professional growth plans <input type="checkbox"/> Leadership team meetings <input type="checkbox"/> Professional development that models evidence-based practices <input type="checkbox"/> Professional development on effective use of data <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
Recommended actions for improvement:						
Resources needed to complete these actions:						

Standard IV: Teacher leadership specialists facilitate the growth and development of educators.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a.	Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.					
b.	Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.					
c.	Teacher leadership specialists effectively employ appropriate and available technology as they support educators.					
d.	Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.					
Overall Rating for Standard IV						
Comments:	Evidence or documentation to support rating: <ul style="list-style-type: none"> <input type="checkbox"/> Instructional resources list <input type="checkbox"/> Planning documents <input type="checkbox"/> Scope and sequence <input type="checkbox"/> Documentation of differentiated professional development <input type="checkbox"/> Professional learning networks <input type="checkbox"/> Web-based collaborative productivity tools <input type="checkbox"/> Teacher support websites <input type="checkbox"/> Instructional resource collection <input type="checkbox"/> Model lessons and coaching sessions <input type="checkbox"/> Evidence of collaboration <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 					
Recommended actions for improvement:						
Resources needed to complete these actions:						

Standard V: Teacher leadership specialists engage in and facilitate reflective practice.		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.						
b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.						
c. Teacher leadership specialists facilitate reflective practice in others.						
Overall Rating for Standard I						
Comments:	Evidence or documentation to support rating: <input type="checkbox"/> Reflections log <input type="checkbox"/> Journaling <input type="checkbox"/> Professional memberships <input type="checkbox"/> Needs assessments and their alignment to professional development plans <input type="checkbox"/> Professional development surveys <input type="checkbox"/> EVAAS data <input type="checkbox"/> Benchmark assessment results data <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
Recommended actions for improvement:						
Resources needed to complete these actions:						

Teacher Leadership Specialist Signature

Date

Evaluator Signature

Date

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

Professional Development Plan (Required)

School Year: _____

Name: _____ Position/Subject Area: _____

School: _____

NC Professional Teacher Leadership Specialist Standards

<div>I. Teacher leadership specialists demonstrate leadership.</div> <div>II. Teacher leadership specialists support an environment that is respectful of a diverse population of educators.</div> <div>III. Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.</div> <div>IV. Teacher leadership specialists facilitate the growth and development of educators.</div> <div>V. Teacher leadership specialists engage in and facilitate reflective practice.</div>	Standard(s) to be addressed:
	Elements to be addressed:

Teacher Leadership Specialist’s Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 3:				

Plan:

- ☐ Individual
- ☐ Monitored
- ☐ Directed

Teacher Leadership Specialist’s Signature

Date

Evaluator’s Signature

Date

Professional Development Plan – End-of-Year Review

To be completed by (date) _____

Teacher Leadership Specialist _____ Academic Year: _____

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

Progress Toward Achieving Goals

Goal 1 was successfully completed. ☐ Yes ☐ No

Goal 2 was successfully completed. ☐ Yes ☐ No

Goal 3 was successfully completed. ☐ Yes ☐ No

Teacher Leadership Specialist’s Comments:	Evaluator’s Comments:

Teacher Leadership Specialist’s Signature

Date

Evaluator’s Signature

Date

Record of Teacher Leadership Specialist Evaluation Activities

Teacher Leadership Specialist: _____ ID#: _____

School: _____ School Year: _____

Position/Assignment: _____

Evaluator: _____ Title: _____

Teacher Leadership Specialist Background (Briefly describe the teacher leadership specialist's educational background, years of experience, assignment, and any other factors that may impact the evaluation.)

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

Activity	Date	Teacher Leadership Specialist 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			
Post-Observation Conference #4 <i>(if required)</i>			
Summary Evaluation Conference			
Professional Development Plan Completed			

