

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: <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: <ul style="list-style-type: none"> <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:	<div>Evidence or documentation to support rating:</div> <div><input type="checkbox"/> Reflections log</div> <div><input type="checkbox"/> Journaling</div> <div><input type="checkbox"/> Professional memberships</div> <div><input type="checkbox"/> Needs assessments and their alignment to professional development plans</div> <div><input type="checkbox"/> Professional development surveys</div> <div><input type="checkbox"/> EVAAS data</div> <div><input type="checkbox"/> Benchmark assessment results data</div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>					

Teacher Leadership Specialist Signature

Date

Administrator/Evaluator Signature

Date

Peer Signature (if applicable)

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 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.