Rubric for Evaluating North Carolina Teachers (Required)

This form should be used as the basis for the teacher self-assessment, learning environment observation, and the summary evaluation.

Name: _____Date: _____

Learning environment: _____ Program: _____

Standard I: Teachers demonstrate leadership.

Observation	**a. Teachers lead in their learning environments.** Teachers demonstrate leadership by taking responsibility for the progress of all learners to ensure that they graduate from high school and/or achieve their goals, are globally competitive for work and postsecondary education, and/or are prepared for life in the 21st century. Teachers communicate this vision to their learners. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual learner and the class. Teachers use various types of assessment data during the school year to evaluate learner progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers learners to collaborate and become lifelong learners.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** (Comment Required)
✔	☐ Understands how they contribute to learners graduating from high school and/or achieving their goals. ☐ Uses data to understand the skills and abilities of learners.	… and ☐ Takes responsibility for the progress of the learners to ensure that they graduate from school and/or achieving their goals. ☐ Provides evidence of data driven instruction throughout all learning environment activities. ☐ Establishes a safe and orderly learning environment.	… and ☐ Communicates to learners the vision of being prepared for life in the 21st century. ☐ Evaluates learner progress using a variety of assessment data. ☐ Creates a learning environment culture that empowers learners to collaborate.	… and ☐ Encourages learners to take responsibility for their own learning. ☐ Uses learning environment assessment data to inform program planning. ☐ Empowers and encourages learners to create and maintain a safe and supportive community learning environment.	

Obs	**b. Teachers demonstrate leadership in the learning environment.** Teachers work collaboratively with learning environment personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the learning environment improvement plan that enhances learner growth and teacher working conditions. Teachers provide input in determining the

		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
			… and	… and	… and	
		☐ Attends professional learning community meetings. ☐ Displays awareness of the goals of learning environment improvement plan.	☐ Participates in professional learning community. ☐ Participates in developing and/or implementing the learning environment improvement plan.	☐ Assumes a leadership role in professional learning community. ☐ Collaborates with learning environment personnel on learning environment improvement activities.	☐ Collaborates with colleagues to improve the quality of leaning in the learning environment. ☐ Assumes a leadership role in implementing learning environment improvement plan through the building.	

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

		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
			… and	… and	… and	
		☐ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	Contributes to the: ☐ improvement of the profession through professional growth ☐ establishment of positive working relationships ☐ learning environment's decision-making process as required.	☐ Promotes positive working relationships through professional growth activities and collaboration.	☐ Seeks opportunities to lead professional growth activities and decision-making process.	

d. Teachers advocate for learning environments and learners. Teachers advocate for positive change in policies and practices affecting learner growth. They participate in the implementation of initiatives to improve the education of learners.

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	☐ Knows about the policies and practices affecting learner growth.	… and ☐ Supports positive change in policies and practices affecting learner growth.	… and ☐ Participates in developing policies and practices to improve learner growth.	… and ☐ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)				
	☐ Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	… and ☐ Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Professional Conduct.	… and ☐ Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.	… and ☐ Models the tenets of the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct and encourages others to do the same.	

Examples of Artifacts:

- Lesson Plans
- Journals
- Learner Handbooks
- Learner Work
- Learning environment improvement planning
- Service on committees

- Relevant data
- Class rules and procedures
- Participation in the Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations

- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records

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

Observation	**a. Teachers provide an environment in which each learner has a positive, nurturing relationship with caring adults.** Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** (Comment Required)
✔	☐ Appreciates and understands the need to establish nurturing relationships.	… and ☐ Establishes an inviting, respectful, inclusive, flexible and supportive learning environment.	… and ☐ Maintains a positive and nurturing learning environment.	… and ☐ Encourages and advises others to provide a nurturing and positive learning environment for all learners.	

Observation	b. Teachers embrace diversity in the learning environment community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a learner's development and personality. Teachers strive to understand how a learner's culture and background may influence his or her learning environment performance. Teachers consider and incorporate different points of view in their instruction.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** **(Comment Required)**
		… and	… and	… and	
✔	☐ Acknowledge that diverse cultures impact the world.	☐ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	☐ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	☐ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the developmentally appropriate curriculum.	
✔	☐ Demonstrates awareness of the diversity of learners in the learning environment.	☐ Acknowledges the influence of race, ethnicity, gender religion, socio-economics, and culture on a learner's development and attitudes.	☐ Consistently incorporates different points of view in instruction.	☐ Capitalizes on diversity as an asset in the learning environment.	
	c. Teachers treat learners as individuals. Teachers maintain high expectations, including graduation from high school when appropriate, for learners of all backgrounds. Teachers appreciate the differences and value the contributions of each learner in the learning environment by building positive, appropriate relationships.				
		… and	… and	… and	
✔	☐ Holds high expectations of learners.	☐ Communicates high expectations for all learners.	☐ Encourages and values contributions of learners, regardless of background or ability.	☐ Helps learners hold high expectations for themselves and their peers.	

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

Examples of Artifacts:

- Learner profiles
- Learner surveys
- Lessons that integrate international content
- Documentation of referral data and use of IFSPs/IEPs/person centered plans

- Communications with caregivers/community
- Collaborations with caregivers
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons

Standard III: Teachers know the content they teach.

<table>
<tr>
<td rowspan="2" style="writing-mode: vertical">Observation</td>
<td colspan="5">a. Teachers align their instruction with the developmentally appropriate curriculum. In order to enhance the developmentally appropriate curriculum, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all learners and provide a balanced curriculum that enhances literacy and/or functionality skills. Pre-K and Elementary teachers have explicit and thorough preparation in literacy instruction and/or functionality skill development practice. Middle and high school teachers incorporate literacy instruction within the content area or discipline.</td>
</tr>
<tr>
<td>Developing</td>
<td>Proficient</td>
<td>Accomplished</td>
<td>Distinguished</td>
<td>Not Demonstrated
(Comment Required)</td>
</tr>
<tr>
<td>✔</td>
<td>☐ Demonstrates an awareness of the developmentally appropriate curriculum and references it in the preparation of lesson plans.</td>
<td>… and

☐ Understands the developmentally appropriate curriculum, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</td>
<td>… and

☐ Develops and applies strategies based on the developmentally appropriate curriculum standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</td>
<td>… and

☐ Assists colleagues in applying such strategies in their learning environments.</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>☐ Integrates literacy/functionality instruction and/or literacy/functionality strategies within the content areas.</td>
<td>☐ Integrates effective literacy instruction throughout the curriculum and as appropriate in the content areas.</td>
<td>☐ Evaluates and reflects upon the effectiveness of literacy/functionality instruction and as appropriate in the content areas.</td>
<td>☐ Makes necessary changes to instructional practice to improve learner growth.</td>
<td></td>
</tr>
<tr>
<td style="writing-mode: vertical">Obs</td>
<td colspan="5">b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their learning environments by knowing their subjects beyond the content they are expected to teach and by directing learners' natural curiosity into an interest in learning. Pre-K and Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have</td>
</tr>
</table>

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
depth in one or more specific content areas or disciplines.					
✔	☐ Demonstrates a basic level of content knowledge in teaching specialty to which assigned.	… and ☐ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	… and ☐ Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates learners to investigate the content area to expand their knowledge and satisfy their natural curiosity.	… and ☐ Extends knowledge of subject beyond content in their teaching specialty and sparks learners' curiosity for learning beyond the what is required	
	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade, subject, or area they teach and the developmentally appropriate curriculum. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for learners. Teachers promote global awareness and its relevance to subjects they teach.				
✔	☐ Understand the links between grade/subject and the developmentally appropriate curriculum.	… and ☐ Demonstrates knowledge of links between grade/subject and the developmentally appropriate curriculum.	… and ☐ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the developmentally appropriate curriculum. Relates content to other disciplines.	… and ☐ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence curriculum and teaching throughout the learning environment.	
✔	☐ Displays global awareness.	☐ Promotes global awareness and its relevance to subjects.	☐ Integrates global awareness activities throughout lesson plans and learning environment instructional practices.	☐ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices through the learning environment.	

Observation	**d. Teachers make instruction relevant to learners.** Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their learners understand the relationship between the developmentally appropriate curriculum and 21st century content, which includes global awareness; financial, economic, business and

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	entreprenurial literacy; civic literacy; and health awareness.				
✔	☐ Identifies relationships between the developmentally appropriate curriculum and life in the 21st century.	… and ☐ Identifies relationships between the core content and 21st century content.	… and ☐ Integrates core content and 21st century content throughout lesson plans and learning environment instructional practices.	… and ☐ Deepens learners' understanding of 21st century skills and helps them make their own connections and develop new skills.	

Examples of Artifacts:

- Celebration of creative learner work
- Use of the developmentally appropriate curriculum
- Lesson Plans
- Content standards

Standard IV: Teachers facilitate growth for their learners.

Observation	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development for their learners. Teachers know how learners think and learn. Teachers understand the influences that affect individual learner growth (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about learning. They adapt resources to address the strengths and weaknesses of their learners.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** (Comment Required)
✔ ✔	☐ Understands developmental levels of learners and recognizes the need to differentiate instruction.	… and ☐ Understands developmental levels of learners and appropriately differentiates instruction. ☐ Assesses resources needed to address strengths and needs of learners.	… and ☐ Identifies appropriate developmental levels of learners and consistently and appropriately differentiates instruction. ☐ Reviews and uses alternative resources or adapts existing resources to take advantage of learner strengths or address needs.	… and ☐ Encourages and guides colleagues to adapt instruction to align with learners' developmental levels. ☐ Stays abreast of current research about learning and emerging resources and adopts or adapts them for the benefit of all learners.	
	b. Teachers plan instruction appropriate for their learners. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the developmentally appropriate curriculum process. These plans reflect an understanding of how learners grow. Teachers engage in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
✔	☐ Recognizes data sources important to planning instruction.	… and ☐ Uses a variety of data for short- and long- range planning of instruction. Monitors and modifies instructional plans to enhance learner growth.	… and ☐ Monitors learner performance and responds to individual learning needs in order to engage learners in growth	… and ☐ Monitors learner performance and responds to cultural diversity and learning needs through the learning environment improvement process.	

c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting

		Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✔	the needs of their learners as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.	□ Demonstrates awareness of variety of methods and materials necessary to meet the needs of all learners.	… and □ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all learners.	… and □ Ensures the success of all learners through the selection and utilization of appropriate methods and materials.	… and □ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	
✔	**d. Teachers integrate and utilize a variety of technologies in their instruction.** Teachers know when and how to use those technologies to maximize learner growth. Teachers help learners use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.	□ Assesses effective types of technologies to use for instruction.	… and □ Demonstrates knowledge of how to utilize technologies in instruction.	… and □ Integrates technologies with instruction to maximize learner growth.	… and □ Provides evidence of learner engagement in higher level thinking skills through the integration of technologies.	

Observation	**e. Teachers help learners develop critical-thinking and problem-solving skills.** Teachers encourage learners to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help learners exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** (Comment Required)
✔	☐ Understands the importance of developing learner's critical-thinking and problem solving skills.	… and ☐ Demonstrates knowledge of processes needed to support learners in acquiring critical thinking skills and problem solving skills.	… and Teaches learners the processes needed to: ☐ think creatively and critically, ☐ develop and test innovative ideas, ☐ synthesize knowledge, ☐ draw conclusions, ☐ exercise and communicate sound reasoning, ☐ understand connections, ☐ make complex choices, and ☐ frame analyze and solve problems.	… and ☐ Encourages and assists teachers throughout the learning environment to integrate critical thinking and problem solving skills into their instructional practices.	
	f. Teachers help learners work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help learners define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
✔	☐ Provides opportunities for cooperation, collaboration, and leadership through learner learning teams.	… and ☐ Organizes learner learning teams for the purpose of developing cooperation, collaboration, and learner leadership.	… and ☐ Encourages learners to create and manage learning teams.	… and ☐ Fosters the development of learner leadership and teamwork skills to be used beyond the learning environment.	
O	**g. Teachers communicate effectively.** Teachers communicate in ways that are clearly understood by their learners. They are perceptive listeners and are able to communicate with learners in a variety of ways even when language is a barrier. Teachers help				

learners articulate thoughts and ideas clearly and effectively.

	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✔ ✔	☐ Demonstrates the ability to effectively communicate with learners. ☐ Provides opportunities for learners to articulate thoughts and ideas.	… and ☐ Uses a variety of methods for communication with all learners. ☐ Consistently encourages and supports learners to articulate thoughts and ideas clearly and effectively.	… and ☐ Creates a variety of methods to communicate with all learners. ☐ Establishes learning environment practices, which encourage all learners to develop effective communication skills.	… and ☐ Anticipates possible learner misunderstandings and proactively develops teaching techniques to mitigate concerns. ☐ Establishes learning environment-wide and appropriate vehicles to encourage learners through the learning environment to develop effective communication skills.	
	h. Teachers use a variety of methods to assess what each learner has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate learner progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for learners to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of learner' 21st century knowledge, skills, performance, and dispositions.				
✔ ✔	☐ Uses indicators to monitor and evaluate learner progress. ☐ Assess learners in the attainment of 21st century knowledge, skills, and dispositions.	… and ☐ Uses multiple indicators, both formative and summative to monitor and evaluate learner progress and to inform instruction. ☐ Provides evidence that learners attain 21st century knowledge, skills and dispositions.	… and ☐ Uses the information gained from the assessment activities to improve teaching practice and learner growth ☐ Provides opportunities for learners to assess themselves and others.	… and ☐ Teaches learners and encourages them to use peer and self-assessment feedback to assess their own learning. ☐ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions to use the assessment information to adjust their instructional practice.	

Examples of Artifacts:

- Lesson Plans
- Display of technologies used
- Professional development
- Use of Learner learning teams

- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving

- Collaborative lesson planning

Standard V: Teachers reflect on their practice.

<table>
<tr><td rowspan="2">Observation</td><td colspan="5">a. Teachers analyze learner growth. Teachers think systematically and critically about learner growth in their learning environments: why learning happens and what can be done to improve achievement. Teachers collect and analyze learner performance data to improve learning environment effectiveness. They adapt their practice based on research and data to best meet the needs of learners.</td></tr>
<tr><td>Developing</td><td>Proficient</td><td>Accomplished</td><td>Distinguished</td><td>Not Demonstrated
(Comment Required)</td></tr>
<tr><td></td><td>☐ Recognizes the need to improve learner growth in the learning environment</td><td>… and

☐ Provides ideas about what can be done to improve learner growth in their learning environment.</td><td>… and

☐ Thinks systematically and critically about growth in their learning environment. Why learning happens and what can be done to improve learner achievement.</td><td>… and

☐ Provides a detailed analysis about what can be done to improve growth and uses such analyses to adapt instruction practices and materials within the learning environment.</td><td></td></tr>
<tr><td rowspan="2">Observation</td><td colspan="5">b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities, and meets the needs of learners and their own professional growth.</td></tr>
<tr><td>Developing</td><td>Proficient</td><td>Accomplished</td><td>Distinguished</td><td>Not Demonstrated
(Comment Required)</td></tr>
<tr><td></td><td>☐ Understands the importance of professional development.</td><td>… and

☐ Participates in professional development aligned with professional goals.</td><td>… and

☐ Participates in professional development activities aligned with goals and learner needs.</td><td>… and

☐ Applies and implements knowledge and skills attained from professional development consistent with its intent.</td><td></td></tr>
</table>

	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their learners.				
	☐ Is knowledgeable of current research-based approaches to teaching and learning.	… and ☐ Considers and uses a variety of research-based approaches to improve teaching and learning.	… and ☐ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	… and ☐ Adapts professional practice based on data and evaluates impact on learner growth	

Examples of Artifacts:

- Lesson Plans
- Formative assessments
- Learner work
- Professional growth plan

- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data

DHHS NC Teacher Evaluation Process Signature Page

_____   Date   _____
Teacher Signature

_____   Date   _____
Evaluator Signature

Comments Attached: _____Yes _____No   (Evaluator should initial if comments are attached.)

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