North Carolina

TEACHER
EVALUATION PROCESS

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

McREL

Rubric for Evaluating North Carolina Teachers (Required)

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

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers demonstrate leadership

Observation	**a. Teachers lead in their classrooms.** Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Understands how they contribute to students graduating from high school. ❑ Uses data to understand the skills and abilities of students.	. . . and ❑ Takes responsibility for the progress of students to ensure that they graduate from high school. ❑ Provides evidence of data driven instruction throughout all classroom activities. ❑ Establishes a safe and orderly classroom.	. . . and ❑ Communicates to students the vision of being prepared for life in the 21st century. ❑ Evaluates student progress using a variety of assessment data. ❑ Creates a classroom culture that empowers students to collaborate.	. . . and ❑ Encourages students to take responsibility for their own learning. ❑ Uses classroom assessment data to inform program planning. ❑ Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	❑ Attends professional learning community meetings. ❑ Displays awareness of the goals of the school improvement plan.	. . . and ❑ Participates in professional learning community. ❑ Participates in developing and/or implementing the school improvement plan.	. . . and ❑ Assumes a leadership role in professional learning community. ❑ Collaborates with school personnel on school improvement activities.	. . . and ❑ Collaborates with colleagues to improve the quality of learning in the school. ❑ Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation	**c. Teachers lead the teaching profession.** Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
	❑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: ❑ improvement of the profession through professional growth. ❑ establishment of positive working relationships ❑ school's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ Seeks opportunities to lead professional growth activities and decision-making processes.	
	d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	❑ Knows about the policies and practices affecting student learning.	. . . and ❑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the *Standards for Professional Conduct* adopted April 1, 1998. (www.ncptsc.org)				
	❑ Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*	. . . and ❑ Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.	

Comments

Examples of Artifacts:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in The Teacher Working Condition Survey
- Professional Learning Communities
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records

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

Observation	**a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.** Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	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 students.	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	❑ Acknowledges that diverse cultures impact the world.	. . . and ❑ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and ❑ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and ❑ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	❑ Demonstrates awareness of the diversity of students in the classroom.	❑ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	❑ Consistently incorporates different points of view in instruction.	❑ Capitalizes on diversity as an asset in the classroom.	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	❑ Holds high expectations of students.	. . . and ❑ Communicates high expectations for all students.	. . . and ❑ Encourages and values contributions of students, regardless of background or ability.	. . . and ❑ Helps students hold high expectations for themselves and their peers.	

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

Comments

Examples of Artifacts:

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

Standard III: Teachers know the content they teach

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers align their instruction with the *North Carolina Standard Course of Study*. In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates an awareness of the ***North Carolina Standard Course of Study*** and references it in the preparation of lesson plans.	❑ Understands the *North Carolina Standard Course of Study*, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	❑ Develops and applies strategies based on the *North Carolina Standard Course of Study* and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	❑ Assists colleagues in applying such strategies in their classrooms.	
✓	❑ ***Elementary:*** Begins to integrate literacy instruction in selected lessons.	❑ *Elementary:* Integrates effective literacy instruction throughout the curriculum.	❑ *Elementary:* Evaluates and reflects upon the effectiveness of literacy instruction.	❑ ***Elementary:*** Makes necessary changes to instructional practice to improve student learning.	
✓	❑ *Secondary:* Recognizes the importance of integrating literacy strategies within the content areas.	❑ ***Secondary:*** Incorporates a wide variety of literacy skills within content areas to enhance learning.	❑ ***Secondary:*** Evaluates and reflects upon the effectiveness of literacy instruction within content areas.	❑ *Secondary:* Makes necessary changes to instructional practice to improve student learning.	
	b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines**.**				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	❑ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	❑ Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	❑ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Observation	**c. Teachers recognize the interconnectedness of content areas/disciplines.** Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . . and	
✓	❑ Understand the links between grade/subject and the *North Carolina Standard Course of Study*.	❑ demonstrates knowledge of links between grade/subject and the North Carolina Standard Course of Study.	❑ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the *North Carolina Standard Course of Study*. Relates content to other disciplines.	❑ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓	❑ Displays global awareness.	❑ Promotes global awareness and its relevance to the subjects.	❑ Integrates global awareness activities throughout lesson plans and classroom instructional practices.	❑ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
	d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.				
		. . . and	. . . and	. . . and	
✓	❑ Identifies relationships between the North Carolina Standard Course of Study and life in the 21st century.	❑ Identifies relationships between the core content and 21st century content.	❑ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	❑ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	

Comments

Examples of Artifacts:

- Display of creative student work
- Use of NC Standard Course of Study
- Lesson plans
- Content standards

Standard IV: Teachers facilitate learning for their students

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
✓	❑ Understands developmental levels of students and recognizes the need to differentiate instruction.	. . . and ❑ Understands developmental levels of students and appropriately differentiates instruction.	. . . and ❑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	. . . and ❑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		❑ Assesses resources needed to address strengths and weakness of students.	❑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	❑ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	
	b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
✓	❑ Recognizes data sources important to planning instruction.	. . . and ❑ Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	. . . and ❑ Monitors student performance and responds to individual learning needs in order to engage students in learning.	. . . and ❑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
✓	❑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	. . . and ❑ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	. . . and ❑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.	. . . and ❑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	

Observation	**d. Teachers integrate and utilize technology in their instruction.** Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
✓	❑ Assesses effective types of technology to use for instruction.	. . . and ❑ Demonstrates knowledge of how to utilize technology in instruction.	. . . and ❑ Integrates technology with instruction to maximize student learning.	. . . and ❑ Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
	e. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
✓	❑ Understands the importance of developing students' critical-thinking and problem solving skills.	. . . and ❑ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: ❑ think creatively and critically, ❑ develop and test innovative ideas, ❑ synthesize knowledge, ❑ draw conclusions, ❑ exercise and communicate sound reasoning, ❑ understand connections, ❑ make complex choices, and ❑ frame, analyze and solve problems.	. . . and ❑ Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.	
	f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
✓	❑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and ❑ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and ❑ Encourages students to create and manage learning teams.	. . . and ❑ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	**g. Teachers communicate effectively.** Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
		. . . and	. . . and	. . .	
✓	❑ Demonstrates the ability to effectively communicate with students.	❑ Uses a variety of methods for communication with all students.	❑ Creates a variety of methods to communicate with all students.	❑ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓	❑ Provides opportunities for students to articulate thoughts and ideas	❑ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	❑ Establishes classroom practices, which encourage all students to develop effective communication skills.	❑ Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	
	h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		. . . and	. . . and	. . . and	
✓	❑ Uses indicators to monitor and evaluate student progress.	❑ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	❑ Uses the information gained from the assessment activities to improve teaching practice and student learning.	❑ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓	❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	❑ Provides evidence that students attain 21st century knowledge, skills and dispositions.	❑ Provides opportunities for students to assess themselves and others.	❑ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Comments

Examples of Artifacts:

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

Standard V: Teachers reflect on their practice

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	❑ Recognizes the need to improve student learning in the classroom.	. . . and ❑ Provides ideas about what can be done to improve student learning in their classroom.	. . . and ❑ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and ❑ Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	❑ Understands the importance of professional development.	. . . and ❑ Participates in professional development aligned with professional goals.	. . . and ❑ Participates in professional development activities aligned with goals and student needs.	. . . and ❑ Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	❑ Is knowledgeable of current research-based approaches to teaching and learning.	. . . and ❑ Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and ❑ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and ❑ Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts:

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

Rubric for Evaluating North Carolina Teachers
Signature Page

_____ _____

Teacher Signature Date

_____ _____

Principal/Evaluator Signature Date

Comments Attached: ____Yes ____No

_____ _____

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

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

McREL

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