

# Rubric for Evaluating DHHS Teachers

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

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|              |                |                  |
|--------------|----------------|------------------|
| <b>Name:</b> | <b>School:</b> | <b>District:</b> |
|--------------|----------------|------------------|

|                      |                  |
|----------------------|------------------|
| <b>Observation 1</b> | <b>Date:</b>     |
| <b>Evaluator:</b>    | <b>Title:</b>    |
| <b>Start Time:</b>   | <b>End Time:</b> |

|                      |                  |
|----------------------|------------------|
| <b>Observation 2</b> | <b>Date:</b>     |
| <b>Evaluator:</b>    | <b>Title:</b>    |
| <b>Start Time:</b>   | <b>End Time:</b> |

|                      |                  |
|----------------------|------------------|
| <b>Observation 3</b> | <b>Date:</b>     |
| <b>Evaluator:</b>    | <b>Title:</b>    |
| <b>Start Time:</b>   | <b>End Time:</b> |

Name:

## Standard I: Teacher Demonstrates Leadership

| a. <b>Teachers lead in their learning environments.</b> Teachers demonstrate leadership by taking responsibility for the progress of all learners to ensure that they achieve their goals, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> 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. |  |  |   |   |  |
|--|--|--|---|---|--|
|  | <b>Developing</b>  | <b>Proficient</b>  | <b>Accomplished</b>   | <b>Distinguished</b>  | <b>Not Demonstrated<br/>(Comment Required)</b> |
|  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands how they contribute to learners achieving their goals. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Takes responsibility for the progress of learners to ensure that they achieve their goals.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Communicates to learners the vision of being prepared for life in the 21 <sup>st</sup> century. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Encourages learners to take responsibility for their own learning.            |  |
|  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uses data to understand the skills and abilities of learners.      | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides evidence of data driven instruction throughout all learning environment activities. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Evaluates learner progress using a variety of assessment data.                                  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uses learning environment assessment data to inform program planning.         |  |
| √  |  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Establishes a safe and orderly learning environment.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Creates a learning environment culture that empowers  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Empowers and encourages learners to create and maintain a safe and supportive |  |

|  |  |  |                          |                                   |  |
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|  |  |  | learners to collaborate. | school and community environment. |  |
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Name:

| <b>b. Teachers demonstrate leadership in the school.</b> 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 learner 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 learners 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. |                          |                          |   |                          |                          |                          |   |   |                          |                          |                          |   |  |                          |                          |                          |   |  |  |
|--|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|---|---|--------------------------|--------------------------|--------------------------|---|--|--------------------------|--------------------------|--------------------------|---|--|--|
| Developing   |                          | Proficient               |   | Accomplished             |                          | Distinguished            |   | Not Demonstrated<br>(Comment Required)                                      |                          |                          |                          |   |  |                          |                          |                          |   |  |  |
| 1  | 2                        | 3                        | Attends professional learning community meetings.               | ...and                   | 1                        | 2                        | 3 | Participates in professional learning community.                            | ...and                   | 1                        | 2                        | 3 | Assumes a leadership role in professional learning community.        | ...and                   | 1                        | 2                        | 3 | Collaborates with colleagues to improve the quality of learning in the school.             |  |
| <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |  |  |
| 1  | 2                        | 3                        | Displays awareness of the goals of the school improvement plan. | ...and                   | 1                        | 2                        | 3 | Participates in developing and/or implementing the school improvement plan. | ...and                   | 1                        | 2                        | 3 | Collaborates with school personnel on school improvement activities. | ...and                   | 1                        | 2                        | 3 | Assumes a leadership role in implementing school improvement plan throughout the building. |  |
| <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |   |  |  |

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| <p>c. <b>Teachers lead the teaching profession.</b> 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.</p> |  |   |  |  |  |
| <p>1 2 3<br/>□□□</p> <p>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>  | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Contributes to the:<br/>Improvement of the profession through professional growth.</p> <p>1 2 3<br/>□□□</p> <p>Establishment of positive working relationships</p> <p>1 2 3<br/>□□□</p> <p>School's decision-making processes as required.</p> | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Promotes positive working relationships through professional growth activities and collaboration.</p> | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Seeks opportunities to lead professional growth activities and decision-making processes.</p>  |  |  |
| <p>d. <b>Teachers advocate for schools and learners.</b> Teachers advocate for positive change in policies and practices affecting learner learning. They participate in the implementation of initiatives to improve the education of learners.</p>  |  |   |  |  |  |
| <p>1 2 3<br/>□□□</p> <p>Knows about the policies and practices affecting learner learning.</p>  | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Supports positive change in policies and practices affecting learner learning.</p>   | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Participates in developing policies and practices to improve learner learning.</p>                    | <p>...and</p> <p>1 2 3<br/>□□□</p> <p>Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</p> |  |  |

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|---|--|--|--|---|--|--|--|--|
| <p>e. <b>Teachers demonstrate high ethical standards.</b> 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. (<a href="http://www.ncptsc.org">www.ncptsc.org</a>)</p> |  |  |  |   |  |  |  |  |
|   | <p>1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Understands the importance of ethical behavior as outlined in the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Demonstrates ethical behavior through adherence to the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>Knows and upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> | <p>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.</p> |

### Standard I Comments

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| Cycle 1 Comments: |
| Cycle 2 Comments: |
| Cycle 3 comments: |

### Additional Documentation for Observations (Please check and note dates; attach to this packet as completed):

Cycle 1 Pre-Observation Conference

Post-Observation Conference

Cycle 2 Pre-Observation Conference

Post-Observation Conference

Cycle 3 Pre-Observation Conference

Post-Observation Conference

**Examples of Artifacts (leave the items used by the teacher throughout the year in the list below; delete items not used; add items as needed):**

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

Name:

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

|          |  | <b>a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b> Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. |   |  |   |   |   |  |  |
|----------|--|---|---|--|---|---|---|--|--|
|          |  | <b>Developing</b>   | <b>Proficient</b>   | <b>Accomplished</b>  | <b>Distinguished</b>  | <b>Not Demonstrated<br/>(Comment Required)</b>  |   |  |  |
| <b>V</b> | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Appreciates and understands the need to establish nurturing relationships.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Established an inviting, respectful, inclusive, flexible, and supportive learning environment.     | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Maintains a positive and nurturing learning environment.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Encourages and advises others to provide a nurturing and positive learning environment for all learners.                                 |  |
|          | <b>b. Teachers embrace diversity in the school community and in the world.</b> 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 school performance. Teachers consider and incorporate different points of view in their instruction. |   |   |  |   |   |   |  |  |
| <b>V</b> | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Acknowledges that diverse cultures impact the world.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. |  |
|          |  |   |   |  |   |   |   |  |  |

Name:

|  | Developing  | Proficient  | Accomplished  | Distinguished   | Not Demonstrated<br>(Comment Required) |
|--|---|---|---|---|--|
| <b>V</b>   | <p>1 2 3<br/>□□□</p> <p>Demonstrates awareness of the diversity of learners in the learning environment</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics, and culture on a learner's development and attitudes.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Consistently incorporates different points of view in instruction.</p>   | <p>...and<br/>1 2 3<br/>□□□</p> <p>Capitalizes on diversity as an asset in the learning environment.</p>  |  |
| <p><b>c. Teachers treat learners as individuals.</b> Teachers maintain high expectations, including graduation from high school, 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.</p> |   |   |   |   |  |
| <b>V</b>   | <p>1 2 3<br/>□□□</p> <p>Holds high expectations of learners.</p>  | <p>...and<br/>1 2 3<br/>□□□</p> <p>Communicates high expectations for all learners.</p>   | <p>...and<br/>1 2 3<br/>□□□</p> <p>Encourages and values contributions of learners, regardless of background or ability.</p>  | <p>...and<br/>1 2 3<br/>□□□</p> <p>Helps learners hold high expectations for themselves and their peers.</p>  |  |
| <p><b>d. Teachers adapt their teaching for the benefit of learners with special needs.</b> 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.</p>   |   |   |   |   |  |
| <b>V</b>   | <p>1 2 3<br/>□□□</p> <p>Recognizes that learners have a variety of learning needs.</p>                      | <p>...and<br/>1 2 3<br/>□□□</p> <p>Collaborates with specialists who can support the special needs of learners .</p>  | <p>...and<br/>1 2 3<br/>□□□</p> <p>Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all learners.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Anticipates the unique learning needs of learners and solicits assistance from within and outside the school to address those needs.</p> |  |

Name:

|   | Developing   | Proficient  | Accomplished   | Distinguished  | Not Demonstrated<br>(Comment Required) |
|---|--|---|--|--|--|
| <b>V</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Is knowledgeable of effective practices for learners with special needs. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research-based, effective practices for learners with special needs. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Effectively engages special needs learners in learning activities and ensures their unique learning needs are met. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Adapts instruction for the benefit of learners with special needs and helps colleagues do the same for their learners. |  |
| <b>e. Teachers work collaboratively with the families and significant adults in the lives of their learners.</b> Teachers recognize that educating children is a shared responsibility involving the school, caregivers 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 learners. |  |   |  |  |  |
|   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Responds to family and community concerns.                               | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of learners.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Promotes trust and understanding throughout the school community.  |  |

Name:

## Standard II Comments

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| Cycle 1 Comments: |
| Cycle 2 Comments: |
| Cycle 3 comments: |

**Additional Documentation for Observations (Please check and note dates; attach to this packet as completed):**

**Cycle 1 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 2 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 3 Pre-Observation Conference**

**Post-Observation Conference**

**Examples of Artifacts (leave the items used by the teacher throughout the year in the list below; delete items not used; add items as needed):**

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

Name:

### Standard III: Teachers know the content they teach

|          |   | <b>a. Teachers align their instruction with the North Carolina developmentally appropriate curriculum.</b> In order to enhance the North Carolina 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 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. |   |   |   |  |   |   |
|----------|---|--|---|---|---|--|---|---|
|          |   | Developing   | Proficient  | Accomplished  | Distinguished   | Not Demonstrated<br>(Comment Required)   |   |   |
| <b>V</b> | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Demonstrates an awareness of the North Carolina developmentally appropriate curriculum.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Understands the North Carolina developmentally appropriate curriculum, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Develops and applies strategies based on the North Carolina developmentally appropriate curriculum and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Assists colleagues in applying such strategies in their learning environments.      |
|          | <b>V</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Elementary: Begins to integrate literacy instruction in selected lessons.                     | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>   | Elementary: Integrates effective literacy instruction throughout the curriculum.              | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Elementary: Evaluates and reflects upon the effectiveness of literacy instruction.            | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Name:

|   | Developing   | Proficient  | Accomplished  | Distinguished  | Not Demonstrated<br>(Comment Required) |
|---|--|---|---|--|--|
| V   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Secondary:<br>Recognizes the importance of integrating literacy strategies within the content areas. | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Secondary:<br>Incorporates a wide variety of literacy skills within content areas to enhance learning.        | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Secondary:<br>Evaluates and reflects upon the effectiveness of literacy instruction within content areas.   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Secondary:<br>Makes necessary changes to instructional practice to improve learner learning.   |  |
| <b>b. Teachers know the content appropriate to their teaching specialty.</b> 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. Elementary teachers have a broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines |  |   |   |  |  |
| V   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.         | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 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<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks learners' curiosity for learning beyond the required course work. |  |

Name:

| <p><b>c. Teachers recognize the interconnectedness of content areas/ disciplines.</b> Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina 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.</p> |   |  |  |   |  |
|--|---|--|--|---|--|
|  | Developing  | Proficient   | Accomplished   | Distinguished   | Not Demonstrated<br>(Comment Required) |
| <b>v</b>   | <p>1 2 3<br/>□□□</p> <p>Understands the links between grade/ subject and the North Carolina developmentally appropriate curriculum.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Demonstrates knowledge of links between grade/ subject and the North Carolina developmentally appropriate curriculum.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the North Carolina Standard of Study. Relates content to other disciplines.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> |  |
| <b>v</b>   | <p>1 2 3<br/>□□□</p> <p>Displays global awareness.</p>  | <p>1 2 3<br/>□□□</p> <p>Promotes global awareness and its relevance to the subjects.</p>   | <p>1 2 3<br/>□□□</p> <p>Integrates global awareness activities throughout lesson plans and learning environment instructional practices.</p>   | <p>1 2 3<br/>□□□</p> <p>Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>                                    |  |

Name:

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| <p><b>d. Teachers make instruction relevant to learners.</b> Teachers incorporate 21<sup>st</sup> 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 North Carolina Developmentally appropriate curriculum and 21<sup>st</sup> century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.</p> |  |  |   |  |  |
|   | <b>Developing</b>  | <b>Proficient</b>  | <b>Accomplished</b>   | <b>Distinguished</b>   | <b>Not Demonstrated<br/>(Comment Required)</b> |
| <b>v</b>  | <p>1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Identifies relationships between the North Carolina developmentally appropriate curriculum in the 21<sup>st</sup> century.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Identifies relationships between the core content and 21<sup>st</sup> century content.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Integrates core content and 21<sup>st</sup> century content throughout lesson plans and learning environment instructional practices.</p> | <p>...and<br/>           1 2 3<br/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Deepens learners' understandings of 21<sup>st</sup> century skills and helps them make their own connections and develop new skills.</p> |  |

### Standard III Comments

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|-------------------|
| Cycle 1 Comments: |
| Cycle 2 Comments: |
| Cycle 3 comments: |

**Additional Documentation for Observations (Please check and note dates; attach to this packet as completed):**

Cycle 1 Pre-Observation Conference

Post-Observation Conference

Cycle 2 Pre-Observation Conference

Post-Observation Conference

## Cycle 3 Pre-Observation Conference

## Post-Observation Conference

**Examples of Artifacts (leave the items used by the teacher throughout the year in the list below; delete items not used; add items as needed):**

- Display of creative learner work
- Use of NC developmentally appropriate curriculum
- Lessons plans
- Content standards

Name:

**Standard IV: Teachers facilitate learning for their learners**

|          |   | 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 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 to resources to address the strengths and weaknesses of their learners. |  |  |   |  |
|----------|---|--|--|--|---|--|
|          |   | Developing   | Proficient   | Accomplished   | Distinguished   | Not Demonstrated<br>(Comment Required) |
| <b>v</b> | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Understands developmental levels of learners and recognizes the need to differentiate instruction.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands developmental levels of learners and appropriately differentiates instruction. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Identifies appropriate developmental levels of learners and consistently and appropriately differentiates instruction.     | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with learners' developmental levels.   |  |
|          | <b>v</b>  | .  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of learners.                           | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of learner strengths or to address weaknesses. | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Stays abreast of current research about learner learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all learners. |  |

Name:

| <b>b. Teachers plan instruction appropriate for their learners.</b> Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina developmentally appropriate curriculum. These plans reflect an understanding of how learners learn. Teachers engage learners 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. |  |   |   |  |   |   |   |   |  |  |
|--|--|---|---|--|---|---|---|---|--|--|
| Developing   |  | Proficient  |   | Accomplished   |   | Distinguished   |   | Not Demonstrated<br>(Comment Required)  |  |  |
| <b>V</b>   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Recognizes data sources important to planning instruction.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance learner learning. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Monitors learner performance and responds to individual learning needs in order to engage learners in learning. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Monitors learner performance and responds to cultural diversity and learning needs through the school improvement process.                      |  |  |
|  | <b>c. Teachers use a variety of instructional methods.</b> Teachers choose the methods and techniques that are most effective in meeting 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. |   |   |  |   |   |   |   |  |  |
| <b>V</b>   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  | Demonstrates awareness of the variety of the methods and materials necessary to meet the needs of all learners. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all learners.                                  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Ensures the success of all learners through the selection and utilization of appropriate methods and materials. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies. |  |  |
|  |  |   |   |  |   |   |   |   |  |  |

Name:

| d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize learner learning. Teachers help learners use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate .  |   |  |   |   |  |
|---|---|--|---|---|--|
|   | Developing  | Proficient   | Accomplished  | Distinguished   | Not Demonstrated<br>(Comment Required) |
| <b>V</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Assesses effective types of technology to use for instruction.                            | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Integrates technology with instruction to maximize learner learning.  | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides evidence of learner engagement in higher level thinking skills through the integration of technology.                                      |  |
| 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. |   |  |   |   |  |
| <b>V</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Understands the importance of developing learners' critical thinking and problem solving. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrates knowledge of processes needed to support learners in acquiring critical thinking skills and problem-solving skills. | ...and<br>Teaches learners the processes needed to:<br><br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Think creatively and critically,<br><br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Develop and test innovative ideas. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices. |  |

Name:

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  |   |  | <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Synthesize knowledge</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Draw conclusions</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Exercise and communicate sound reasoning</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Understand connections</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Make complex choices, and</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Frame, analyze and solve problems</p> |   |  |
| <p><b>f. Teachers help learners work in teams and develop leadership qualities.</b> 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.</p> |   |  |   |   |  |
| <b>v</b>   | <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through learner learning teams.</p> | <p>...and</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Organizes learner learning teams for the purpose of developing cooperation, collaboration, and learner leadership.</p> | <p>...and</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Encourages learners to create and manage learning teams.</p>  | <p>...and</p> <p>1 2 3<br/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Fosters the development of learner leadership and teamwork skills to be used beyond the learning environment.</p> |  |

Name:

| <b>g. Teachers communicate effectively.</b> 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<br>(Comment Required) |
| <b>v</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Demonstrates the ability to effectively communicate with learners.    | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Uses a variety of methods for communication with learners.                                    | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Creates a variety of methods to communicate with all learners.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Anticipates possible learner misunderstandings and proactively develops teaching techniques to mitigate concerns.                  |  |
| <b>v</b>  | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Provides opportunities for learners to articulate thoughts and ideas. | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Consistently encourages and supports learners to articulate thoughts and ideas clearly and effectively. | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Establishes learning environment practices which encourage all learners to develop effective communication skills. | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Establishes schoolwide and grade-appropriate vehicles to encourage learners throughout the school to develop effective communication skills. |  |

Name:

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|--|---|--|--|---|--|
| <p><b>h. Teachers use a variety of methods to assess what each learner has learned.</b> 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 21<sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of learners' 21<sup>st</sup> century knowledge, skills, performance and dispositions.</p> |   |  |  |   |  |
| V  | <p>1 2 3<br/>□□□</p> <p>Uses indicators to monitor and evaluate learner progress.</p>   | <p>...and<br/>1 2 3<br/>□□□</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate learner progress and to inform instruction.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Uses the information gained from the assessment activities to improve teaching practice and learner learning.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Teaches learners and encourages them to use peer and self-assessment feedback to assess their own learning.</p>  |  |
|  | <p>1 2 3<br/>□□□</p> <p>Assesses learners in the attainment of 21<sup>st</sup> century knowledge, skills, and dispositions.</p> | <p>...and<br/>1 2 3<br/>□□□</p> <p>Provides evidence that learners attain 21<sup>st</sup> century knowledge, skills, and dispositions.</p>                         | <p>...and<br/>1 2 3<br/>□□□</p> <p>Provides opportunities for learners to assess themselves and others.</p>  | <p>...and<br/>1 2 3<br/>□□□</p> <p>Encourages and guides colleagues to assess 21<sup>st</sup> century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p> |  |

### Standard IV Comments

|                                 |
|---------------------------------|
| <p><b>Cycle 1 Comments:</b></p> |
| <p><b>Cycle 2 Comments:</b></p> |

Cycle 3 comments:

**Additional Documentation for Observations (Please check and note dates; attach to this packet as completed):**

**Cycle 1 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 2 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 3 Pre-Observation Conference**

**Post-Observation Conference**

**Examples of Artifacts (leave the items used by the teacher throughout the year in the list below; delete items not used; add items as needed):**

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

Name:

### Standard V: Teachers reflect on their practice

| <b>a. Teachers analyze learner learning.</b> Teachers think systematically and critically about learner growth in their learning environments and schools; why learning happens and what can be done to improve achievement. Teachers collect and analyze learner performance data to improve school and learning environment effectiveness. They adapt their practice based on research and data to best meet the needs of learners. |                               |                               |  |   |                               |                               |  |   |                               |                               |  |   |                               |                               |  |  |
|---|-------------------------------|-------------------------------|--|---|-------------------------------|-------------------------------|--|---|-------------------------------|-------------------------------|--|---|-------------------------------|-------------------------------|--|--|
| Developing  |                               | Proficient                    |  | Accomplished                            |                               | Distinguished                 |  | Not Demonstrated<br>(Comment Required)  |                               |                               |  |   |                               |                               |  |  |
| 1<br><input type="checkbox"/>   | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Recognizes the need to improve learner learning in the learning environment. | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Provides ideas about what can be done to improve learner learning in their learning environment. | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Thinks systematically and critically about learning in their learning environment: Why learning happens and what can be done to improve learner achievement. | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Provides a detailed analysis about what can be done to improve learner learning and uses such analyses to adapt instructional practices and materials within the learning environment and at the school level. |  |
| <b>b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 <sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of learners and their own professional growth.   |                               |                               |  |   |                               |                               |  |   |                               |                               |  |   |                               |                               |  |  |
| 1<br><input type="checkbox"/>   | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Understands the importance of professional development.                      | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Participates in professional development aligned with professional goals.                        | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Participates in professional development activities aligned with goals and learner needs.  | ...and<br>1<br><input type="checkbox"/> | 2<br><input type="checkbox"/> | 3<br><input type="checkbox"/> | Applies and implements knowledge and skills attained from professional development consistent with its intent.   |  |

Name:

|   |   |   |   |   |
|---|---|---|---|---|
| <b>c. Teachers function effectively in a complex, dynamic environment.</b> 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. |   |   |   |   |
|   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Is knowledgeable of current research-based approaches to teaching and learning.   | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Considers and uses a variety of research-based approaches to improve teaching and learning. |
|   | 1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate. | ...and<br>1 2 3<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Adapts professional practice based on data and evaluates impact on learner learning.        |

### Standard V Comments

|                   |
|-------------------|
| Cycle 1 Comments: |
| Cycle 2 Comments: |
| Cycle 3 comments: |

**Additional Documentation for Observations (Please check and note dates; attach to this packet as completed):**

**Cycle 1 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 2 Pre-Observation Conference**

**Post-Observation Conference**

**Cycle 3 Pre-Observation Conference**

**Post-Observation Conference**

**Examples of Artifacts (leave the items used by the teacher throughout the year in the list below; delete items not used; add items as needed):**

- Lesson plans
- Formative Assessments
- Learner work
- Professional growth
- Completion of professional development
- Participation in professional learning community
- Formative and summative assessment data

Name: \_\_\_\_\_

**Rubric for Evaluating North Carolina Teachers Signature Page (Observation 1)**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

Comments Attached: \_\_\_\_ Yes \_\_\_\_ No

*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 administrator 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.*

Name: \_\_\_\_\_

**Rubric for Evaluating North Carolina Teachers Signature Page (Observation 2)**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

Comments Attached: \_\_\_\_ Yes \_\_\_\_ No

*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 administrator 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.*

Name: \_\_\_\_\_

**Rubric for Evaluating North Carolina Teachers Signature Page (Observation 3)**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

Comments Attached: \_\_\_\_ Yes \_\_\_\_ No

*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 administrator 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.*