

Rubric for Evaluating North Carolina Teachers

The following rubric was developed to align with and exemplify the North Carolina Professional Teaching Standards approved by the North Carolina State Board of Education on June 6, 2007. The rubric should be used in conjunction with the standards descriptions. The rubric will be used to record principal ratings during teacher observations, to collect teachers' self-assessments and to document end-of-year ratings based on all evaluation activities. A form for summarizing the teacher's ratings also accompanies the rubric. Together, these materials form the core of the North Carolina Teacher Evaluation process.

Teachers' performance will be noted on one of four levels: *Developing*, *Proficient*, *Accomplished*, or *Distinguished*. These levels are cumulative across the rows of the rubric. The *Developing* teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard.

A *Proficient* teacher must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* teacher exhibits all of the skills and knowledge described for that element across the row. Occasionally, a teacher might not demonstrate evidence of proficiency on a particular element. In that case, the *Not Demonstrated* column should be selected. A principal should use this option if, during an observation, the lesson did not lend itself to a demonstration of a particular skill or knowledge. This column may also be used to document evidence that a teacher is performing at a level below expectations or below standard. If *Not Demonstrated* is chosen, the principal or evaluator must write an explanation.

Note: Items that are readily observable are indicated by a "√" in the left-hand column. The principal or evaluator should rate the teacher on each of these items during the required observations. Items that are not readily observable should be rated at a time other than the observation period. The teacher should rate himself or herself on all of the items as part of the self-assessment.

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)
✓	<input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students.	. . . and <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom.	. . . and <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.	. . . and <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> 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.				
	<input type="checkbox"/> Attends professional learning community meetings. <input type="checkbox"/> Displays awareness of the goals of the school improvement plan.	. . . and <input type="checkbox"/> Participates in professional learning community. <input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	. . . and <input type="checkbox"/> Assumes a leadership role in professional learning community. <input type="checkbox"/> Collaborates with school personnel on school improvement activities.	. . . and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> 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)
	<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and <input type="checkbox"/> Contributes to the: <input type="checkbox"/> improvement of the profession through professional growth. <input type="checkbox"/> establishment of positive working relationships <input type="checkbox"/> school's decision-making processes as required.	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> 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.				
	<input type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> 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 <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)				
	<input type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> 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)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	. . . and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	. . . and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	. . . and <input type="checkbox"/> 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.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	. . . and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> 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.				
✓	<input type="checkbox"/> Holds high expectations of students.	. . . and <input type="checkbox"/> Communicates high expectations for all students.	. . . and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	. . . and <input type="checkbox"/> 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)
<input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs. <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	. . . and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students. <input type="checkbox"/> Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.	. . . and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	. . . and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. <input type="checkbox"/> 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.					
<input type="checkbox"/> Responds to family and community concerns.	. . . and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	. . . and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and <input type="checkbox"/> 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	a. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i> , 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.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>✓ <input type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.</p> <p>✓ <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p>✓ <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i>, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.</p> <p><input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of literacy instruction within content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.</p> <p><input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.</p> <p><input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.</p>		
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.					
<p>✓ <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> 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.</p>	<p>... and</p> <p><input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>		

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 <i>North Carolina Standard Course of Study</i> . 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)
<p>✓ <input type="checkbox"/> Understand the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>✓ <input type="checkbox"/> Displays global awareness.</p>	<p>... and</p> <p><input type="checkbox"/> demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to the subjects.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Relates content to other disciplines.</p> <p><input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>		
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 <i>North Carolina Standard Course of Study</i> and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.					
<p>✓ <input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies relationships between the core content and 21st century content.</p>	<p>... and</p> <p><input type="checkbox"/> Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.</p>		

Comments

Examples of Artifacts:

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

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)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	. . . and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	. . . and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	. . . and <input type="checkbox"/> 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.					
✓	<input type="checkbox"/> Understands the importance of developing students' critical-thinking and problem solving skills.	. . . and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem solving skills.	. . . and Teaches students the processes needed to: <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems. 	. . . and <input type="checkbox"/> 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.					
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and <input type="checkbox"/> Encourages students to create and manage learning teams.	. . . and <input type="checkbox"/> Foster 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)
<input checked="" type="checkbox"/> <input type="checkbox"/> Demonstrates the ability to effectively communicate with students. <input checked="" type="checkbox"/> <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas	. . . and <input type="checkbox"/> Uses a variety of methods for communication with all students. <input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	. . . and <input type="checkbox"/> Creates a variety of methods to communicate with all students. <input type="checkbox"/> Establishes classroom practices, which encourage all students to develop effective communication skills.	. . . <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. <input type="checkbox"/> 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 21 st century assessment systems to inform instruction and demonstrate evidence of students' 21 st century knowledge, skills, performance, and dispositions.					
<input checked="" type="checkbox"/> <input type="checkbox"/> Uses indicators to monitor and evaluate student progress. <input checked="" type="checkbox"/> <input type="checkbox"/> Assesses students in the attainment of 21 st century knowledge, skills, and dispositions.	. . . and <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. <input type="checkbox"/> Provides evidence that students attain 21 st century knowledge, skills and dispositions.	. . . and <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning. <input type="checkbox"/> Provides opportunities for students to assess themselves and others.	. . . and <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. <input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.		

Comments

Examples of Artifacts:

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

Standard V: Teachers reflect on their practice

Observation	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.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input type="checkbox"/> 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.				
	<input type="checkbox"/> Understands the importance of professional development.	. . . and <input type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> 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.				
	<input type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	. . . and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and <input type="checkbox"/> 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

Supervisor or Evaluator Signature

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.