

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-021

Policy Title: Procedure for Seeking Exception from Licensure Requirements

Current Policy Date: 04/06/2006

Other Historical Information:

Previous Board Dates: 05/05/2005

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

The State Board of Education will consider requests for exceptions from licensure requirements in State Board Policy due to extenuating circumstances for individuals who: (1) following initial licensure, have not completed the course work required to maintain a license; OR (2) have not met other licensure requirements.

Exception from Required Course Work

A local board of education may apply to the State Board of Education for a one-year exception from licensure requirements for an individual who, due to extenuating circumstances, has not completed the course work required to maintain a license. The application must include:

1. A document, signed by the individual, which includes:
 - a. A description of the extenuating circumstances that the teacher claims prevented him or her from satisfying the requirements for licensure;
 - b. A request for an extension of his or her license for one additional year to complete the course work required to maintain a license; and
 - c. An acknowledgment that the teacher understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.

2. A document, signed by the North Carolina principal who most recently supervised the individual, which includes:
 - a. The dates the principal supervised the teacher;
 - b. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - c. A statement that in the principal's opinion the teacher is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom; and
 - d. A copy of any of the individual's summative annual evaluations for the past three years.
3. A document, signed by the superintendent of the local school system, which includes:
 - a. A statement certifying that, based upon a review of the individual's and the principal's documentation and evidence, the superintendent believes the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in his or her classroom;
 - b. A list of the required course work that the applicant has completed;
 - c. A description of the efforts that the local school administrative unit has made to assist the teacher to complete the required course work;
 - d. A list of the required course work that the applicant must complete to qualify for a license;
 - e. A description of the efforts that the local school administrative unit will make to assist the teacher to complete the required course work during the next year of teaching; and
 - f. A statement that the superintendent believes that the applicant is likely to complete the required course work within the one-year extension.
4. A document, signed by the chair of the local board of education, which includes:
 - a. A certification that the local board of education has investigated the extenuating circumstances that the teacher claims prevented him or her from completing the required course work for a license without undue hardship;

- b. A statement that the local board of education is satisfied that the teacher's description of the circumstances is true;
- c. A statement that the local board of education is satisfied that, due to the extenuating circumstances, the teacher could not have completed the required course work for a license without undue hardship;
- d. A certification that the local board of education has approved the employment of the teacher for the next school year, subject only to the State Board of Education's decision to grant the requested one-year extension of the teacher's provisional license.

Exception from Other Licensure Requirements

A local board of education may apply to the State Board of Education for an exception from licensure requirements for an individual who has not fulfilled licensure requirements, other than course work, due to extenuating circumstances. The application must include:

1. A document, signed by the individual, which includes:
 - a. A list of the licensure requirements from which he or she is requesting an exception;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from fulfilling the licensure requirements; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. If the individual is not currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students; and
 - b. A copy of any teaching evaluations the individual received during the past three years.
3. If the individual is currently employed in a North Carolina public school, the local board shall submit:
 - a. Sufficient evidence of the individual's academic and professional preparation to satisfy the State Board of Education that the individual is competent to teach the standard course of study and has demonstrated the ability to implement effective educational methods that provide differentiated, individualized instruction, assessment and remediation to all his or her students;

Decision of the State Board of Education

Upon the recommendation of the Chair, the State Board of Education shall appoint two or more members of the Board and at least four professional educators to an Advisory Board on Requests for Exception from Teacher Licensing Requirements. From those individuals appointed to the Advisory Board, the Chair shall construct review panels consisting of no less than four professional educators and one member of the State Board of Education. The panels shall review those requests for exception from licensure assigned to them, evaluate the merits of the requests and submit to the State Board of Education recommendations to grant or deny the requests along with any other information the panels deem material.

Each review panel shall be chaired by a member of the State Board of Education. A panel may require the representatives of the local school administrative unit which submitted the application for exception as well as the individual in question to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of a request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception, provided an extension for course work will not extend the three-year time limit in which a lateral entry teacher must satisfy all course work and testing requirements for a continuing license.

Nothing herein is intended to permit exceptions from licensure requirements mandated by State or federal law.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-009

Policy Title: Procedure for Seeking Exception from Teacher Education Program Praxis I Admission Requirements

Current Policy Date: June 1, 2006

Other Historical Information:

Previous Board Dates:

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

An institution of higher education (IHE) may apply to the State Board of Education for an exception from PRAXIS I for an individual who, due to extenuating circumstances, has not been able to pass PRAXIS I. The application must include:

1. A document, signed by the individual, which includes:
 - a. Copies of the official scores for all the PRAXIS I tests that the individual has taken;
 - b. A description of the extenuating circumstances that the individual claims prevented him or her from passing PRAXIS I; and
 - c. An acknowledgment that the individual understands that the materials submitted to the State Board of Education in support of his or her request are public records subject to disclosure under Chapter 132 of the North Carolina General Statutes.
2. The dean of the school of education at the IHE shall submit:
 - a. Evidence that the individual has passed tests in reading, writing, and mathematics sufficient to demonstrate that the individual is qualified to successfully complete the teacher education program at the IHE and
 - b. A copy of the individual's official transcript at the IHE.

Decision of the State Board of Education

Requests for exceptions to teacher education program Praxis I admission requirements will be considered by the Advisory Board on Requests for Exception from Teacher Licensing Requirements. The panel may require the dean of the IHE that submitted the application for exception, as well as the individual seeking the exception, to provide additional information, appear before the panel, respond to questions, produce documents and otherwise cooperate with the panel's efforts to evaluate the merits of the request for exception. With the approval of the chair of the panel, members may participate in panel meetings by telephone.

After it receives the panel's recommendation, the State Board of Education shall make a decision whether to grant or deny the requested exception.

EXECUTIVE SUMMARY

Title: **Final Decision in Contested Cases:**
Joshua Apple vs. DPI; Gregory Bates vs. DPI; and Heather Brame vs. SBE

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #150B-36
- SBE Policy # _____
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other

Presenter(s): Ms. Katie Cornetto, Staff Attorney

Description:

Joshua Apple filed a petition for a contested case to challenge DPI’s denial of a teaching license. The Administrative Law Judge upheld the agency’s action.

Gregory Bates filed a petition for a contested case to challenge DPI’s denial of graduate pay. The Administrative Law Judge upheld the agency’s action.

Heather Brame filed a petition for a contested case to challenge the Board’s failure to waive her repayment obligation for failing to complete the NBPTS certification process. The Administrative Law Judge upheld the agency’s action.

Resources:

NA

Input Process:

The administrative hearing process allows both parties to present evidence to an impartial fact-finder.

Stakeholders:

SBE, DPI, LEAs, Teachers

Timeline For Action:

The report is presented for action this month.

Recommendations:

The State Board is requested to adopt the Final Decisions presented by staff.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify:
- Audio Requirements (computer or other, except for PA system which is provided)
Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Katie Cornetto (807-3406)

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Policy Identification

Priority: Twenty-First Century Professionals

Category: Licensure

Policy ID Number: TCP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: 09/11/2008

Deleted: 04/03/2008

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, 06/01/2006, 07/06/2006, 01/04/2007, 06/07/2007, 12/06/2007, 02/07/2008, 04/03/2008

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

Note: Only the relevant section of the policy has been included here.

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children’s Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++
Reading (K-6)
English as a Second Language [ESL] (K-6)
Special Education: General Curriculum (K-6)
Special Education: Adapted Curriculum (K-6)

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
American Sign Language (K-12)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

- Agricultural Education
- Business and Information Technology Education
 - Network Administration
- Career Development Coordinator
- Career and Technical Education Director
- Family and Consumer Sciences
 - Apparel Design
 - Child Development, Family Studies
 - Food and Nutrition, Culinary Arts
 - Interior Design, Housing
- Health Occupations
 - Registered Nurse
 - Allied Health/Medical Professional
 - Biotechnology
- Marketing Education
 - (Handicapped/Disadvantaged) Special Populations Coordinator
- Technology Education
 - Principles of Technology++
 - Scientific and Technical Visualization++
 - Project Lead the Way (PLTW)++
- Trade and Industrial Education
 - Automotive Service
 - Cabinetmaking/Furniture
 - Carpentry
 - Collision Repair
 - Computer Engineering Technology
 - Cosmetology
 - Drafting
 - Digital Media/Programming Broadcasting
 - Electrical Trades
 - Electronics
 - Electro-Mechanical Maintenance
 - Masonry
 - Mechanical Systems (HVAC or Plumbing)
 - Metals Manufacturing
 - Network Engineering Technology
 - Printing and Graphics
 - Public Safety
 - Textiles^
 - Welding
 - Work Development (formerly Industrial Cooperative Training)
 - Specialized
- VoCATS

++ endorsements

^ no longer issued

Exceptional Children

- Cross Categorical (mildly/moderately disabled)
- Severely/Profoundly Disabled
- Mentally Disabled
- Visually Impaired
- Behaviorally/Emotionally Disabled
- Learning Disabled
- Academically Gifted
- ~~Deaf and Hard of Hearing~~ Special Education:
- General Curriculum
- Special Education: Adapted Curriculum

Deleted: Hearing Impaired

Deleted: 1

EXECUTIVE SUMMARY

Title: Proposed Rubric for Preservice Teachers and the Teacher Education Program Approval Process

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-004
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Kathy Sullivan (Senior Policy Analyst, Office of the State Board of Education)

Description:

In January the State Board approved a comprehensive revision of the program approval process. In the revised process, the seven-year on-site review cycle will be replaced with an annual review of evidence that candidates recommended for licensure meet the NC Teacher Standards. Staff have worked with McREL to develop an assessment instrument for preservice candidates that is aligned with the new evaluation instrument for teachers. The instrument will be used to assess both individual candidates and teacher education programs.

Resources:

No additional resources are requested.

Input Process:

An ad hoc committee worked with McREL on the development of the instrument. Input on the instrument was solicited from teacher education programs throughout the development process. In addition, a focus group of teachers and representatives of the NC Professional Teaching Standards Commission was convened to provide input on the instrument.

Stakeholders:

Preservice teachers and teacher education programs

Timeline For Action:

The proposed instrument is presented for discussion this month and will be presented for approval next month. The re-visioned teacher education programs are expected to be operation not later than Fall 2010.

Recommendations:

That the Board approve the proposed preservice teacher and teacher education program instrument.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-3608

North Carolina Educator Evaluation System



Teacher Candidate Evaluation Rubric

Teacher Candidate Evaluation Rubric

The following rubric was developed to align with and reflect the *North Carolina Professional Teaching Standards* approved by the North Carolina State Board of Education on June 7, 2007. The rubric also parallels the North Carolina *Inservice Teacher Evaluation Rubric* that is used to assess the professional performance of inservice teachers throughout the state. However, the *Teacher Candidate Evaluation Rubric* has been adapted to reflect the specific contexts and opportunities available to teacher candidates throughout their programs, and to allow distinctions to be made across each of four levels of performance on the *North Carolina Professional Teaching Standards*.

Preservice teacher (candidate) performance should be rated on each element within each Standard as characteristic of a practitioner at one of four levels: *Emergent Candidate*, *Developing Candidate*, *Proficient Candidate* or *Accomplished Candidate*. These levels are cumulative across the rows of the rubric in that a “*Proficient Candidate*” teacher must exhibit the characteristics encompassed under the “*Emergent Candidate*” and “*Developing Candidate*” levels in addition to those described at the “*Proficient Candidate*” level. To be recommended for licensure, a candidate must demonstrate professional performance at no less than the *Proficient Candidate* level on each element and on each standard.

Standard 1: Teachers demonstrate leadership

Observation	Artifact	1a. 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.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Acknowledges the importance of high school graduation for students.</p> <p>Identifies the types of data that are commonly available to and used in schools.</p>	AND	<p>Demonstrates how teachers contribute to students' progress toward high school graduation by following the <i>North Carolina Standard Course of Study</i>.</p> <p>Uses data to identify the skills and abilities of students.</p> <p>Describes the characteristics and importance of a safe and orderly classroom environment.</p> <p>Understands positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint.</p>	AND	<p>Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <i>North Carolina Standard Course of Study</i>.</p> <p>Draws on appropriate data to develop classroom and instructional plans.</p> <p>Maintains a safe and orderly classroom that facilitates student learning.</p> <p>Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</p>	AND	<p>Takes responsibility for student progress toward high school graduation by aligning instruction and assessment with the <i>North Carolina Standard Course of Study</i>.</p> <p>Maintains or supports a classroom culture that empowers students to collaborate and become lifelong learners.</p>	

Observation	Artifact	1b. 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes opportunities for involvement in professional learning activities.	AND	Attends professional learning activities.	AND	Engages in collaborative and collegial professional learning activities. Identifies the characteristics or critical elements of a school improvement plan. Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.	AND	Participates in professional learning community (PLC) activities. Works with others in developing and/or implementing school improvement activities.	
Observation	Artifact	1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working relationships in the school. They actively participate in and advocate for the 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Recognizes the responsibility of teachers for professional improvement and support.	AND	Recognizes the need and identifies opportunities for professional growth.	AND	Participates in professional development and growth activities. Begins to develop professional relationships and networks.	AND	Seeks additional opportunities for professional development and growth. Extends professional relationships and networks.	
Observation	Artifact	1d. 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Demonstrates awareness of school practices and policies.	AND	Identifies the policies and practices affecting students' learning.	AND	Implements and adheres to policies and practices positively affecting students' learning.	AND	Works with others to develop and/or revise policies and practices to improve students' learning.	

Observation	Artifact	1e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the <i>Code of Ethics for North Carolina Educators</i> (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998 (www.ncptsc.org).				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Recognizes the need for ethical professional behavior.	AND Articulates 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 Upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> .	AND 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.	

Standard 2: Teachers establish a respectful environment for a diverse population of students

Observation	Artifact	2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers provide an environment for student learning that is inviting, respectful, supportive, inclusive, and flexible.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Articulates the importance of appropriate and caring learning environments for children.	AND Recognizes and can explain aspects of a respectful and effective learning environment.	AND Maintains a positive and nurturing learning environment.	AND Enhances an inviting, respectful, inclusive, flexible, and supportive learning environment.	
Observation	Artifact	2b. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Acknowledges that diverse cultures impact the world. Identifies the range and aspects of diversity of students in the classroom.	AND Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues. AND Acknowledges the influence of all aspects of diversity on students' development and attitudes.	AND Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. AND Incorporates different points of view in instruction. AND Understands the influence of diversity and plans instruction accordingly.	AND Consistently integrates culturally relevant and/or sensitive materials and ideas throughout the curriculum. AND Builds on diversity as an asset in the classroom.	

Observation	Artifact	2c. 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 contribution of each student in the learning environment by building positive, appropriate relationships.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Articulates the need to treat students as individuals.	AND	Encourages and values individual student contributions, regardless of background or ability.	AND	Maintains a learning environment that conveys high expectations of every student.	AND	Enhances a learning environment that meets the needs of individual students.	
Observation	Artifact	2d. 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes that students have individual learning needs.	AND	Understands resources and strategies that can provide assistance in meeting the special learning needs of individual students.	AND	Cooperates with specialists and uses resources to support the special learning needs of all students. Uses research-verified strategies to provide effective learning activities for students with special needs.	AND	Coordinates and collaborates with the full range of support specialists and resources to help meet the special needs of all students. Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	
Observation	Artifact	2e. 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, the home, and the 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools.	AND	Understands strategies for enhancing communication between home and school and for engaging parents, guardians, and community members in schools.	AND	Communicates and collaborates with the home and community for the benefit of students.	AND	Seeks and implements solutions to overcome obstacles to participation of families and communities.	

Standard 3: Teachers know the content they teach

Observation	Artifact	3a. 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.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Demonstrates awareness of the <i>North Carolina Standard Course of Study</i>.</p> <p>Understands the importance of literacy instruction across all subjects, grades and ages.</p>	AND	<p>Demonstrates knowledge of the <i>North Carolina Standard Course of Study</i> by referencing it in the preparation of lesson plans.</p> <p>Integrates literacy instruction in individual lessons and in particular subject areas.</p>	AND	<p>Develops and applies lessons based on the <i>North Carolina Standard Course of Study</i>.</p> <p>Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students' learning.</p>	AND	<p>Develops and applies strategies reflecting 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>Evaluates and reflects upon the effectiveness of literacy instruction within and across content areas.</p>	
Observation	Artifact	3b. 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.							
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)			
		<p>Successfully completes general education coursework across the required range of disciplines.</p>	AND	<p>Demonstrates a basic level of content knowledge in the teaching specialty.</p>	AND	<p>Demonstrates an appropriate level of content knowledge in the teaching specialty.</p> <p>Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	AND	<p>Demonstrates extensive knowledge of content in the teaching specialty.</p> <p>Prompts students' curiosity for learning beyond the required coursework.</p>	

Observation	Artifact	3c. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Recognizes the importance of interdisciplinary learning.</p> <p>Understands the importance of global awareness for students.</p>	<p>AND</p> <p>Articulates the links between grade/subject and the <i>North Carolina Standard Course of Study</i>.</p> <p>Displays global awareness.</p>	<p>AND</p> <p>Demonstrates knowledge of links between grade/subject and the <i>North Carolina Standard Course of Study</i> by relating content to other disciplines.</p> <p>Relates global awareness to the subject.</p>	<p>AND</p> <p>Integrates the links and the vertical alignment of the grade or subject area and the <i>North Carolina Standard Course of Study</i>. Effectively and broadly relates content to other disciplines.</p> <p>Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	
Observation	Artifact	3d. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		<p>Recognizes the relationship between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Identifies 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p>	<p>AND</p> <p>Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21st century.</p> <p>Demonstrates understanding of 21st century skills and content as specified in the <i>Framework for 21st Century Learning and Critical Elements for 21st Century Skills</i>.</p>	<p>AND</p> <p>Integrates 21st century skills and content in instruction.</p>	<p>AND</p> <p>Consistently integrates 21st century skills and content throughout classroom instruction and assessment.</p>	

Standard 4: Teachers facilitate learning for their students

Observation	Artifact	4a. 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Understands the developmental levels of students.	AND	Demonstrates awareness of the influence of developmental levels on students' learning. Demonstrates an understanding of methods for differentiating instruction to accommodate developmental differences in students.	AND	Identifies developmental levels of individual students and plans instruction accordingly. Assesses and uses resources needed to address strengths and weaknesses of students.	AND	Appropriately differentiates instruction.	
Observation	Artifact	4b. 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		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	Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.	AND	Works collaboratively with other school staff to develop or maintain a culturally and developmentally supportive school environment.	
Observation	Artifact	4c. 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.							
		Emergent Candidate	Developing Candidate		Proficient Candidate		Accomplished Candidate	Not Demonstrated (Comment Required)	
		Understands a range of methods and materials that can be applied in the classroom.	AND	Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	AND	Uses a variety of appropriate methods and materials to meet the needs of all students.	AND	Consistently enables the success of all students through the selection and use of appropriate methods and materials.	

Observation	Artifact	4d. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates knowledge of methods for utilizing technology in instruction.	AND	Assesses effective types of technology to use for instruction.	AND	Integrates technology with instruction to maximize students' learning.	AND	Engages students in higher level thinking through the integration of technology.			
Observation	Artifact	4e. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Demonstrates an understanding of the importance of developing students' critical-thinking and problem-solving skills.	AND	Demonstrates knowledge of processes needed to support students in acquiring critical-thinking and problem-solving skills.	AND	Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.	AND	Creates or maintains instruction that consistently engages students in the processes of critical thinking and problem solving in meaningful contexts.			
Observation	Artifact	4f. 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.									
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate		Not Demonstrated (Comment Required)	
		Recognizes the need to encourage the development of cooperation, collaboration, and student leadership.	AND	Demonstrates awareness of multiple approaches or strategies for developing and supporting 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.			

Observation	Artifact	4g. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Communicates effectively both orally and in writing. Recognizes a variety of methods for communicating effectively with students.	AND Demonstrates the ability to communicate effectively with students. Provides opportunities for students to articulate thoughts and ideas.	AND Uses a variety of methods to communicate effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	AND Establishes classroom practices that encourage all students to develop effective communication skills.	
Observation	Artifact	4h. 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.				
		Emergent Candidate	Developing Candidate	Proficient Candidate	Accomplished Candidate	Not Demonstrated (Comment Required)
		Demonstrates awareness of multiple indicators or measures of student progress.	AND Interprets data on student progress accurately and can draw appropriate conclusions.	AND Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills and dispositions.	AND Uses information gained from assessment activities to improve teaching practice and students' learning. Provides opportunities for students to assess themselves and others.	

Standard 5: Teachers reflect on their practice

Observation	Artifact	5a. 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Recognizes multiple sources of information on students' learning and performance.	AND	Identifies data sources to improve students' learning.	AND	Uses data to provide ideas about what can be done to improve students' learning.	AND	Based upon data, selects or develops instructional approaches that are intentionally tailored to students' learning needs.	
Observation	Artifact	5b. 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Acknowledges the importance of ongoing professional development.	AND	Attends required or expected activities for professional growth.	AND	Participates in recommended activities for professional learning and development.	AND	Seeks out and engages in opportunities to expand professional knowledge and build professional skills.	
Observation	Artifact	5c. 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.							
		Emergent Candidate		Developing Candidate		Proficient Candidate		Accomplished Candidate	
		Acknowledges the importance of using research-verified approaches to teaching and learning.	AND	Recognizes current research-verified approaches to teaching and learning.	AND	Considers and uses a variety of research-verified approaches to improve teaching and learning.	AND	Investigates and implements innovative, research-verified approaches to improve teaching and learning.	

Accomplished Candidate: The fourth of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects only those candidates who possess and demonstrate truly exemplary understanding, mastery, and consistent integration of relevant concepts and skills in their professional practice. Such candidates regularly engage in activities that intentionally and proactively encourage the professional growth of colleagues, continually evaluate their own performance, and actively seek ways to improve their performance.

Artifact: A product used to demonstrate a teacher candidate's performance or proficiency.

Code of Ethics for North Carolina Educators: The standards of professional conduct required of educators and adopted by the North Carolina State Board of Education, 6/5/97 (Appendix E).

Developing Candidate: The second of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate with the skills and knowledge of a student who has successfully completed some teacher education coursework. Such candidates have mastered important concepts and demonstrated the ability to apply these to concrete problems, but in contexts of limited complexity (e.g., case study analysis, simulations, early field experiences, etc.).

Diversity: Differences in the characteristics of people, places or things (e.g., age, race, ethnicity, culture, gender, education, learning styles, religion, and any other ways in which differences occur).

Electronic Evidence: The artifacts or other materials that are used by the institution to support licensure candidates' performance ratings and that are accessible by the North Carolina State Board of Education for programmatic review.

Emerging Candidate: The first of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who is a new student to the field of education. Such candidates are engaged in their baccalaureate, and perhaps teacher education, coursework. However, the Emerging Candidate possesses only a limited or superficial knowledge and awareness of concepts associated with educational concepts.

Evaluator: The person or persons designated by an institution as responsible for overseeing and completing the summative evaluation of licensure candidate's performance.

Formative: Evaluation conducted during a program that produces information used primarily to make modifications and improvement; may be conducted as often as necessary.

Literacy: (i) Age-appropriate knowledge (reading, writing, comprehension, skills) in any particular content area or field; (ii) ability to understand, communicate, and apply principles associated with 21st Century Skills (e.g., financial, economic, business, and entrepreneurial literacy, civic literacy, information and media literacy, and ICT literacy). See *Framework for 21st Century Learning* and *Critical Elements for Creating 21st Century Skills*.

North Carolina Standard Course of Study: The materials that establish competencies for each grade and high school course to ensure rigorous student academic performance standards that are uniform across the state. Where this document is referenced in this manual and in the rubric, other state-approved standards (e.g., North Carolina Early Learning Standards, North Carolina Standards for Career and Vocational Technology, etc.) also apply.

Performance Descriptor: Discrete statements of specific competency that collectively reflect a performance level in the rubric.

Performance Element: A paragraph that describes in detail one constituent aspect of a performance standard. The rubric contains twenty-five performance elements.

Performance Level: The label (e.g., Emergent Candidate, Developing Candidate, Proficient Candidate, and Accomplished Candidate) applied to each of four categories used to rate a teacher candidate's overall performance for a performance element in the rubric.

Performance Standard: A statement reflecting a domain of professional practice against which educator performance is judged. The rubric contains five separate performance standards.

Professional Learning Community (PLC): Describes a collegial group of administrators and school staff who are united in their commitment to student learning and who work in an environment characterized by mutual cooperation, personal growth, and a synergy of efforts. In PLCs, school and district administrators share power and authority by inviting staff input in decision making and by a sustained commitment to learning among staff about solutions to address students' needs.

Proficient Candidate: The third of four performance levels used to rate a candidate's proficiency on elements of the standards. Reflects a candidate who has mastered important concepts and demonstrated the ability to apply these concepts consistently in real-world contexts (e.g., internships). Such candidates have the knowledge and skills to perform effectively. This is the minimum performance level required to be recommended for licensure.

Rubric: The instrument comprised of standards, elements and descriptors used to evaluate preservice school executive performance against the *North Carolina Professional Teaching Standards*.

Special needs: Students with diverse abilities and disabilities who are not achieving optimal education outcomes. This may include students with identified disabilities, students from culturally and linguistically diverse backgrounds, and students who are academically and intellectually gifted.

Summative: Evaluation conducted at the end of a program that leads to a concluding judgment about performance.

Works with others: Phrase used in some descriptors that indicates that a candidate has completed a task in collaboration with additional individuals such as a cooperating teacher and/or program advisor.

EXECUTIVE SUMMARY

Title: Teacher Evaluation Policies

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-C-003, TCP-C -004, and TCP-C-006
- SBE Policy Amendment
- SBE Policy (New)
- APA #
- APA Amendment
- APA (New)
- Other

Presenter(s): Carolyn McKinney (Executive Director, NC Professional Teaching Standards Commission)

Description:

In June 2007 the State Board of Education adopted new standards presented by the NC Professional Teaching Standards Commission for the evaluation of teachers. Following adoption of the new standards, the Department of Public Instruction contracted with McREL to develop and validate a new evaluation instrument. A new instrument has been developed, piloted, and validated. The new instrument was approved at the June 2008 State Board meeting. Related policies that would require teachers be evaluated annually using the new instrument, completion of state-approved training on the new instrument, and reporting of summative ratings on the new instrument are presented for discussion this month.

Resources:

NA

Input Process:

The proposed policies reflect discussion with the North Carolina Professional Teaching Standards Commission and focus groups conducted by McREL. They also reflect alignment with the School Executive: Principal evaluation policies adopted by the State Board.

Stakeholders:

Teachers, Principals, Superintendents

Timeline For Action:

The proposed policies are presented for discussion this month and will be presented for approval next month. Approval will initiate rule-making.

Recommendations:

It is recommended that the Board approve the proposed policies related to the evaluation of teachers.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify:
- Audio Requirements (computer or other, except for PA system which is provided)
Specify:
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Carolyn McKinney (807-3424)

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Twenty-First Century Professionals

Category: Qualifications and Evaluation

Policy ID Number: TCP-C-004

Policy Title: ~~Policy establishing the Teacher Performance~~

Appraisal Process adopting the North Carolina Teachers Evaluation Rubric and Process for Teacher Evaluation

Current Policy Date: ~~09/11/2008~~

Deleted: 11/05/1998

Other Historical Information: Previous Board dates: 07/07/1987, 07/11/1996, ~~11/05/1998~~

Statutory Reference: GS 115C-333

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Process:

- (a) All initially licensed and probationary status teachers will have three observations conducted by a school administrator and one by a teacher and a summative appraisal conducted on an annual basis.
- ~~(b) Local school administrative units may develop alternative evaluation approaches for teachers and administrators who have attained career status.~~
- ~~(c) Whenever deemed necessary and appropriate, the local school administrative unit may conduct more than three observations for select personnel.~~
- (c) Effective with the 2008-09 school year, teachers in North Carolina will be evaluated annually using the North Carolina Teacher Evaluation Rubric. Thirteen school districts will implement the new evaluation system beginning in the 2008-2009 academic year. Half of the remaining districts will implement the new system beginning in 2009-2010, and the remainder will implement it in 2010-2011. Beginning with the 2010-2011 school year, all teachers in North Carolina will be evaluated using the new system.

Purpose

The intended purpose of the teacher evaluation process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards in a collegial, non-threatening manner. The principal will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, use of artifacts, and classroom

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observation. The input and evidence gathered by the teacher is *not* intended to become part of a portfolio. Rather, it should provide a basis for self-assessment, goal-setting, professional development, and demonstration of performance on specific standards.

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Process

The following outlines the teacher evaluation process:

Step 1: Orientation

At the beginning of each school year, the principal/evaluator will conduct a group orientation with all of the school's teachers who are scheduled to be evaluated during that school year. At this orientation, each teacher will be provided a complete set of materials outlining the evaluation process as well as information about how and when each step of the process will be conducted.

Step 2: Teacher Self-Assessment

Teachers rate their own performance using the North Carolina Educator Evaluation System's Rubric for Evaluating Teachers. This will also be used during the post-observation conference.

Step 3: Pre-Observation Conference

The principal/evaluator will meet with each teacher individually to discuss the lesson to be observed. The teacher will provide information related to the lesson to be observed, including such materials as supplementary readings, technology, media, manipulative and the lesson or unit plan that includes the intended learner outcomes, the instructional strategies to be used and any assessments used to monitor student growth. The goals of this conference are to inform the teacher of the expectations for the evaluation and to prepare the principal/evaluator for the lesson to be observed. In other words, the teacher will understand what is expected, and the principal will understand how the teacher intends to demonstrate that those expectations are being met.

Step 4: Observation

The principal/evaluator will observe the teacher in the classroom. Initially licensed teachers are required to have four formal observations during the school year, one of which is conducted by a peer. Career teachers are evaluated on a rotating schedule that is determined by the school district in which they are employed. Career teachers are required to have three observations during the year in which they are being evaluated. Ideally, these observations will be conducted at the beginning, middle and end of the year. Two of the three observations may be informal, and one must be a formal observation of at least 50 minutes or an entire class period. The observation notes and ratings will be recorded on the Teacher Observation Form. It is likely that some of the elements will not be observable during a typical classroom observation period. These items should be rated by the principal/evaluator either before or after the observation based on experiences working with the teacher throughout the year.

Step 5: Post-Observation Conference

The principal/evaluator will schedule a post-observation conference no later than three days after the observation. This time will be used to discuss the teacher's performance based on the information obtained from the classroom observation and pre-evaluation conference. The intended purpose of this conference is to identify areas of strength and areas in need of improvement.

Step 6: Summary Evaluation Conference and Scoring the Summary Evaluation Form

The evaluator should provide specific feedback on performance to the teacher based on the North Carolina Professional Teaching Standards, evaluator observations, and artifacts submitted or collected as part of the evaluation process.

- a. To provide an overall rating for a specific standard the evaluator uses his or her best judgment based on formal and informal observations as well as other evidence.
- b. Any descriptor that is marked in the category of Not Demonstrated requires the evaluator to comment.
- c. The evaluator will review the Summary Evaluation Form with the teacher and obtain the required signatures located at the end of the Form.

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Step 7: Individual Growth Plan

The teacher should develop an individual growth plan designed to address areas in need of improvement and to enhance areas of strength. This plan shall include specific expectations for improvement, actions to be taken to meet those expectations, a timeline for such actions, and when the teacher will be evaluated again to determine progress toward meeting the expectations

Beginning Teachers

Beginning teachers must receive a proficient rating on all standards prior to being deemed eligible for a Standard Professional 2 license.

Action Plan

Teachers who receive a rating of “Not Demonstrated” may be required to develop an Action Plan, which will be approved by their principal. Implementation of the Action Plan will be supervised by the principal. The teacher’s ability to meet the requirements of the Action Plan will determine whether he or she will continue to be employed by a North Carolina school district.

Career Teachers who receive a rating of “Developing” or “Not Demonstrated” on any standard for two consecutive years will be required to develop an Action Plan.

Training

All teachers and the individuals responsible for their evaluations must complete approved state training on the rubric and evaluation process.