

NC Teacher Evaluation Rubric:

The Standards in Practice for Lateral Entry Teachers

Each standard and element within the NC Teacher Evaluation Rubric is listed below. As you read each one, refer to the sample evidences that are listed as suggested ways to demonstrate proficiency. Please answer the reflective question at the end of each element and submit it to your mentor.

Standard 1: Teachers demonstrate leadership

Element A: Teachers Lead in their classrooms.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher reviews rules, student handbook, and explains class requirements to connect the class to graduation in the future.
2. Teacher posts mission statement.
3. Teacher collects baseline data for students.
4. Teacher maintains communication with parents.
5. Teacher provides assessments on a regular basis and tutors students, as needed.
6. Teacher adjusts instruction, as necessary.
7. Teacher has a classroom management plan with rules and consequences posted.
8. Students develop personal learning goals based on assessment data.
9. Teacher uses rubrics.

Reflective Question: How do you demonstrate leadership in your classroom?

Element B: Teachers demonstrate leadership in the school.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher attends Professional Learning Community (PLC) meetings with grade level, department, entire faculty, team, etc.
2. Teacher can locate and refer to the School Improvement Plan (SIP).
3. Teacher provides suggestions or feedback to School Improvement Team (SIT) members.
4. Teacher keeps minutes of what is discussed at PLC meetings to note where they contributed.
5. Teacher uses lesson plans that reflect SIP activities
6. Teacher leads a presentation in a PLC meeting with the grade level or department..

Reflective Question: How do you demonstrate leadership in your school?

Element C: Teachers lead the teaching profession.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher completes a Professional Development Plan (PDP).
2. Teacher seeks to earn and meets CEU requirements.
3. Teacher works collaboratively with peers to learn new things.

4. *Teacher communicates professionally with a leadership team representative when a concern arises.*
5. *Teacher establishes a positive line of communication with the administration team at the school.*
6. *Teacher pursues National Board Certification or an advanced degree.*
7. *Teacher leads or contributes to workshop or professional conference.*
8. *Teacher serves on a committee.*

Reflective Question: How do you demonstrate leadership in the teaching profession?

Element D: *Teachers advocate for schools and students.*

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher participates in a faculty meeting where policies affecting student learning are discussed.*
2. *Teacher implements essential skills that will be taught to all students.*
3. *Teacher advocates for change in policy or procedures that could enhance student learning.*
4. *Teacher is a member of the PTA or PTO at the school.*
5. *Teacher attends IEP meetings, as needed.*

Reflective Question: How do you show that you are an advocate for schools and students?

Element E: *Teachers demonstrate high ethical standards.*

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher has received and understands the Code of Ethics and Professional Conduct.*
2. *Teacher treats all people with dignity and respect.*
3. *Teacher is a role model of professionalism.*
4. *Teacher keeps student records confidential.*
5. *Teacher maintains accurate financial records at the school.*

Reflective Question: In what ways do you demonstrate high ethical standards?

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

Element A: *Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.*

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher establishes classroom rules and procedures.*
2. *Teacher uses student input to develop class mission statement.*
3. *Teacher illustrates diversity throughout the classroom.*
4. *Teacher maintains up-to-date parent contact logs.*

Reflective Question: What components of your classroom show that you have a positive, nurturing classroom?

Element B: Teachers embrace diversity in the school community and in the world.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher displays bulletin boards, posters, and classroom displays that are culturally sensitive.
2. Teacher brings in guest speakers that contradict stereotypical roles.
3. The teacher encourages students to share with one another and respect various viewpoints.

Reflective Question: How do you demonstrate diversity within your school community and the world?

Element C: Teachers treat students as individuals.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher talks about high expectations.
2. Teacher does not allow zeroes to be given to students.
3. Teacher requires students to make-up work.
4. Teacher displays student work in the classroom.
5. Teacher calls on all students to contribute during instructional time.
6. Teacher utilizes student-led conferences.

Reflective Question: How do you treat your students as individuals?

Element D: Teachers adapt their teaching for the benefit of students with special needs.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher uses a learning styles or interest inventory with students.
2. Teacher reviews IEP's of students.
3. Teacher meets with the support specialists in the school to address special learning needs.
4. Teacher modifies instruction to meet student needs.
5. Teacher holds parent conferences to learn information about student needs.
6. Teacher collaborates with outside agencies with parental consent to help students.

Reflective Question: How do you show that you alter your teaching methods to benefit students with special needs?

Element E: Teachers work collaboratively with the families of significant adults in the lives of their students.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher answers phone calls and emails in a timely manner.
2. Teacher communicates with family through newsletters, websites, email, etc.
3. Teacher maintains constant contact with parents.
4. Teacher uses translators and other support staff, as needed, to communicate with family members.
5. Teacher holds parent meetings and conferences at times that are convenient for parents.

Reflective Question: In what ways do you work with students' families to support students?

Standard 3: Teachers know the content they teach

Element A: Teachers align their instruction with the North Carolina Standard Course of Study (NCSCS).

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher knows the North Carolina Standard Course of Study for his/her grade level/content area.
2. Teacher posts objectives and/or essential questions on the board for lessons.
3. Elementary teachers integrate literacy in lesson plans.
4. Secondary teachers have lesson plans that are integrated across disciplines.
5. Teachers use differentiation, tiered lessons, flexible grouping, formative assessment, etc. in class activities.

Reflective Question: How do you align your instruction with the NCSCS?

Element B: Teachers know the content appropriate to their teaching specialty.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher makes no mistakes in presenting content to students.
2. Teachers know about and use rubrics, note-taking strategies, graphic organizers, integrating technology, etc.
3. Teacher engages in vertical planning.
4. Teacher is familiar with prerequisite skills their students have and know what students need to master before entering the next grade.
5. Teacher gives students a choice in completing assignments.

Reflective Question: How do you demonstrate that you know the content you are required to teach?

Element C: Teachers recognize the interconnectedness of content areas/disciplines.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher expresses classroom content with a real-world emphasis.
2. Teacher engages in horizontal and vertical planning.
3. Teacher uses projects, integrated lessons, and real-world applications in lessons.

Reflective Question: How do you show that you are aware of how your content fits in with other disciplines?

Element D: Teachers make the instruction relevant to students.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher can help students identify relationships between school and the real-world.
2. Teacher is aware of civic, financial, and economic literacy standards and uses that information to plan lessons.

3. *Teacher integrates technology in lessons by using powerpoint, the internet, smartboards, etc. to teach.*

Reflective Question: In what ways do you make instruction relevant to your students?

Standard 4: Teachers facilitate learning for their students

Element A: *Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.*

Suggested activities that could align with this element include:

1. *Teacher uses pre-assessment methods.*
2. *Teacher has students complete a learning styles inventory to find out how different students learn best.*
3. *Teacher uses differentiated lessons.*
4. *Teacher searches for new ways to differentiate instruction.*
5. *Teacher offers students choices in how to show their understanding of the content.*
6. *Teacher gives students the opportunity to work with other students.*

Reflective Question: How do you demonstrate that you cater to the developmental levels of your students?

Element B: *Teachers plan instruction appropriate for their students.*

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher uses regular assessments to measure student progress.*
2. *Teacher uses formative assessment and summative assessment to plan instruction.*
3. *Teacher has a short- and long-range plan for the classroom.*
4. *Teacher re-groups students, as needed, to make adjustments to the learning environment.*
5. *Teacher provides opportunities for re-teaching and enrichment.*

Reflective Question: What process do you use to plan instruction that is appropriate for your students?

Element C: *Teachers use a variety of instructional methods.*

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher is aware of teaching methods that include cooperative learning, inquiry-based instruction, roleplay, Socratic seminars, etc.*
2. *Teacher plans instruction to incorporate Revised Blooms Taxonomy.*
3. *Teacher changes teaching strategies based on student achievement.*

Reflective Question: Identify several of the instructional methods that you use in your classroom.

Element D: Teachers integrate and utilize technology in their instruction.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher uses a variety of technology in delivering lessons.
2. Teacher embeds technology in lesson plans to maximize student learning.

Reflective Question: In what ways do you integrate technology into your instruction?

Element E: Teachers help students develop critical-thinking and problem-solving skills.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher has an understanding of critical thinking and problem solving skills that can be used during instruction.
2. Teacher includes Revised Blooms Taxonomy in lesson plans and asks students relevant questions.

Reflective Question: How do you help your students develop critical-thinking and problem-solving skills?

Element F: Teachers help students work in teams and develop leadership qualities.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher groups students strategically in groups.
2. Teacher uses cooperative learning and assigns roles as students work in such learning teams.
3. Teacher gives students the opportunity to take leadership roles and engage in projects that show they have an understanding of the content.

Reflective Question: How do you help students develop leadership qualities as they work in teams?

Element G: Teachers communicate effectively.

Teachers who are at least proficient in this element could engage in activities like:

1. Teachers speak in student-friendly language and gives clear directions for class activities.
2. Teacher fosters a positive relationship between the teacher and the students.
3. Teachers' classroom is a non-threatening environment that fosters student discussion.
4. Teacher establishes a website to further communicate with students.
5. Teacher help all students be able to communicate with one another and overcome possible language barriers.

Reflective Question: What communication methods do you utilize to ensure that you communicate effectively?

Element H: Teachers use a variety of methods to assess what each student has learned.

Teachers who are at least proficient in this element could engage in activities like:

1. Teacher maintains accurate records.
2. Teachers use a variety of assessment methods to monitor student progress.
3. Teachers share rubrics with students prior to using them for a project.

4. *Teacher provides timely feedback to students to help them achieve mastery of the content.*

Reflective Question: How do you demonstrate that you use a variety of methods to assess student learning?

Standard 5: Teachers reflect on their practice

Element A: Teachers analyze student learning.

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher reviews end-of-the-year test data and uses it to make curricular decisions.*
2. *Teacher creates a Personalized Education Plan (PEP) for any student who needs one.*
3. *Teacher is able to monitor and record student progress.*
4. *Teacher creates intervention groups, if needed, based on data.*

Reflective Question: How do you analyze student learning?

Element B: Teachers link professional growth to their professional goals.

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher understands the PDP and works to achieve the identified goals.*
2. *Teacher attends staff development regularly.*
3. *Teacher researches best practices.*

Reflective Question: In what ways do you link your professional growth to your professional goals?

Element C: Teachers function effectively in a complex, dynamic environment.

Teachers who are at least proficient in this element could engage in activities like:

1. *Teacher stays informed of current research and can identify strategies learned.*
2. *Teacher uses research-based approaches in the classroom.*
3. *Teacher observes others to learn from their practice.*
4. *Teacher reads about and actively pursues online resources that would help in classroom instruction.*

Reflective Question: How do you demonstrate that you can successfully function in a complex, dynamic environment?