



**NC Public Schools
READY for Success**

The North Carolina Teacher Evaluation Process for Beginning Teachers

August 2012

Outcomes

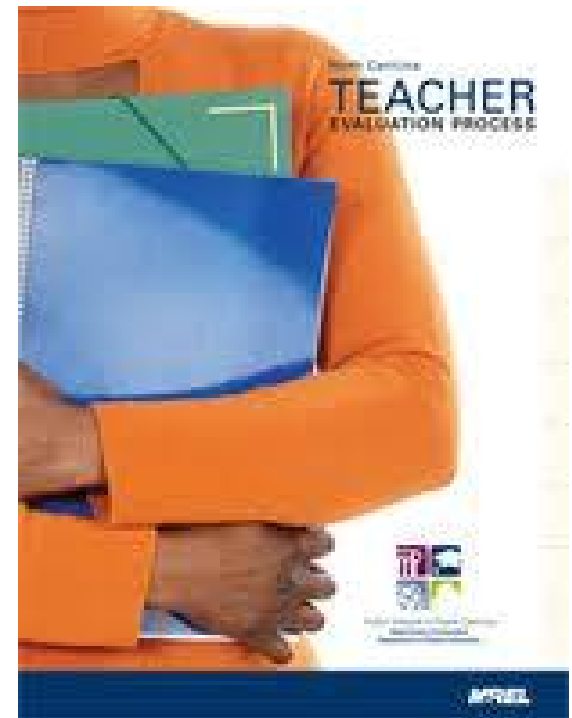


Gain a conceptual understanding of:

The NC Teacher Evaluation Process, Standards, and Ratings

How the elements of the 21st Century Classroom relate to the NC Professional Teaching Standards

How to access the Online Tool



State Board of Education Mission



“Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.”

-Adopted August 2006

Teacher Responsibilities:



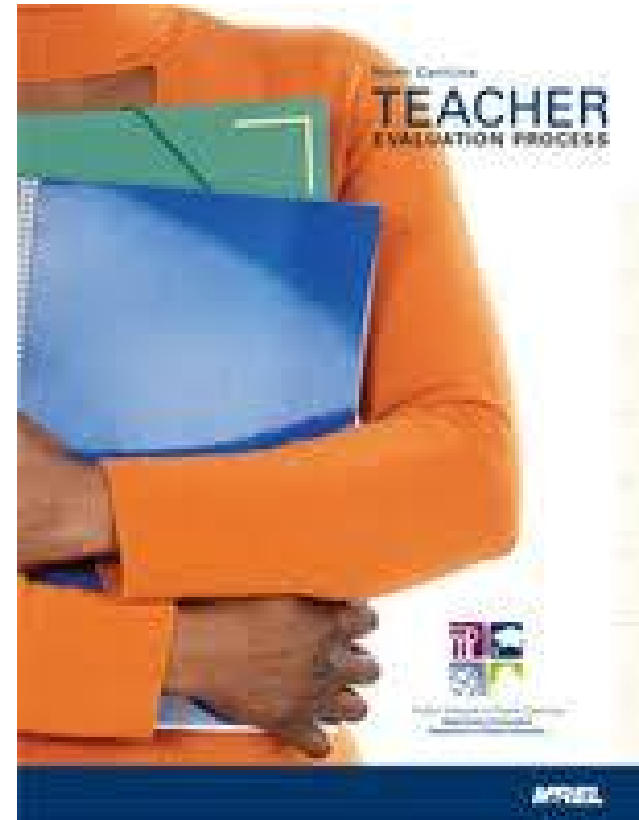
Know and understand the *North Carolina Professional Teaching Standards*.

Understand the *North Carolina Teacher Evaluation Process*.

Prepare for and fully participate in each component of the evaluation process.

Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.

Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively.



Administrator Responsibilities:

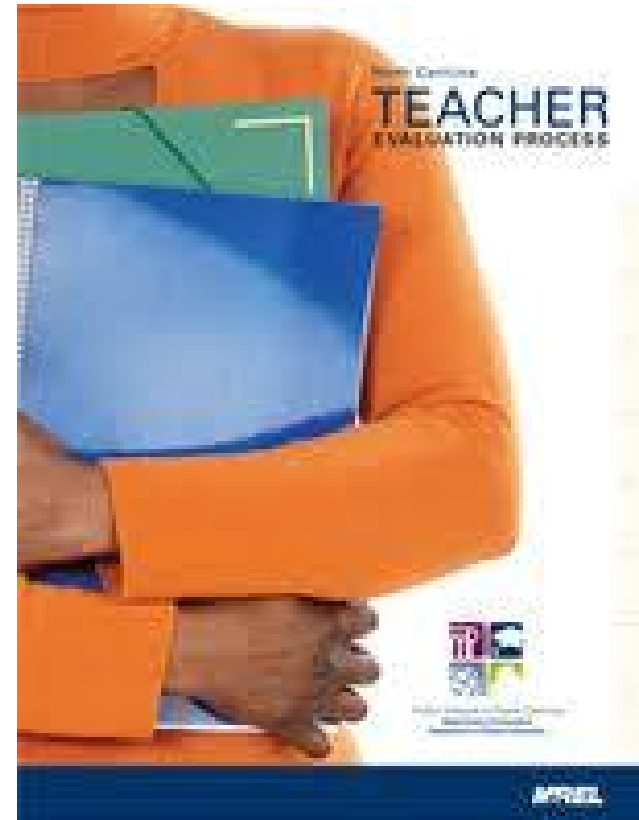


Know and understand the *North Carolina Professional Teaching Standards*.

Understand the *North Carolina Teacher Evaluation Process*.

Prepare for and fully participate in each component of the evaluation process.

Discuss how to allocate time and resources to improve the process in your school.



North Carolina Professional Teaching Standards



North Carolina Professional Teaching Standards

North Carolina
Professional Teaching Standards
Commission

"For every student in North Carolina,
a knowledgeable, skilled, and compassionate teacher...
a star in every classroom."

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned teacher standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, professional teaching standards, and professional development. Colleges and teacher evaluation, and professional development. Colleges and universities are changing their programs, a new teacher evaluation instrument is being created, and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a place to look to guide instruction as we move to reach in the 21st Century.

A NEW VISION OF TEACHING

The different elements on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring common and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classrooms and the school.
- Teachers make the most of what they teach on engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, co-construct learning. They teach existing content that is revised to include skills like critical thinking, problem solving, and information and communication technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills as they discover how to learn, to innovate, to collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health assessment) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.
Teachers demonstrate leadership by taking responsibility for their own and their students' success. They are globally competitive in their 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 open the plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment 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.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.
Teachers work collaboratively with school personnel to create a professional culture of learning continuously. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that address the 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 recruit and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Participate in hiring process
- Collaborate with colleagues to recruit and support teachers to improve effectiveness

Teachers lead the teaching profession.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their schools. They actively participate in and advocate for decision-making structures in education that promote professional growth for all educators and collaboration with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

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.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethics standards.
Teachers demonstrate ethical practices including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for Professional Educators (effective June 1, 1997) and the Standards for Professional Conduct (adopted April 1, 1998) (www.nctsc.org)

- Demonstrate ethical practices
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, learning relationship with caring adults.
Teachers create a positive environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, inclusive, and flexible

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 contributions that counter stereotypes and incorporate diverse histories and other aspects of culture on a student's race, ethnicity, gender, religion, and social class. 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.

- Demonstrate knowledge of diverse cultures and incorporate diverse histories and other aspects of culture on a student's race, ethnicity, gender, religion, and social class
- Recognize the influence on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers meet students' individual needs.
Teachers maintain high expectations for all students, including graduates from high school, for students of all backgrounds. Teachers appreciate the differences by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

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 instruction and other methods as needed, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through instruction and other methods of effective practice

Communicating Messages Scenario:

What would you do if this
happened to you?