

Summary Rating Sheet for Teacher Leadership Specialists (Optional)

This sheet can be used to summarize observation data and to note information about areas needing improvement. It can be completed as part of the Summary Evaluation discussions conducted near the end of the school year.

Name	School Year
School	District
Evaluator	Evaluator's Title
Date Completed	

<p>Summary Rating Sheet for Teacher Leadership Specialists</p> <p>After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.</p>	Not Demonstrated	Developing	Proficient	Accomplish	Distinguished
<p>Standard I: Teacher leadership specialists demonstrate leadership.</p>					
<p>a. Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.</p>					
<p>b. Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.</p>					
<p>c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.</p>					
<p>d. Teachers leadership specialists demonstrate high ethical standards.</p>					
<p>Overall Rating for Standard I</p>					

Summary Rating Sheet for Teacher Leadership Specialists (cont.)

Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.					
a. Teacher leadership specialists model respectful communication strategies.					
b. Teacher leadership specialists differentiate professional learning to meet the diverse needs in the school/district.					
Overall Rating for Standard II					
Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.					
a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.					
b. Teacher leadership specialists use their knowledge of the structure and content of the <i>NC Standard Course of Study</i> to support educators.					
c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.					
d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.					
e. Teacher leadership specialists plan and deliver professional support. They use effective adult-learning strategies. They support stages of change and innovation in the school and district.					
Overall Rating for Standard III					
Standard IV: Teacher leadership specialists facilitate the growth and development of educators.					
a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.					
b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.					
c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.					
d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.					
Overall Rating for Standard IV					
Standard V: Teacher leadership specialists engage in and facilitate reflective practice.					
a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.					
b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.					
c. Teacher leadership specialists facilitate reflective practice in others.					
Overall Rating for Standard V					