

Teacher Summary/End-of-Year Rating Form (Required)

This form is to be jointly reviewed by the teacher and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year. Principals are required to complete this form for Initially Licensed/Beginning Teachers. The principal's designee may complete it for New Teachers who are not Initially Licensed Teachers and for Experienced Teachers.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

Beginning Teacher (Initially Licensed)
 New Teacher (Not Initially Licensed)
 Experienced Teacher (Please check one)

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson Plans <input type="checkbox"/> School Improvement Planning <input type="checkbox"/> Teacher Working Conditions <input type="checkbox"/> Surveys <input type="checkbox"/> Journals <input type="checkbox"/> Service on Committees <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> National Board Certification <input type="checkbox"/> Student Handbooks <input type="checkbox"/> Relevant Data <input type="checkbox"/> Membership in Professional Organizations <input type="checkbox"/> Discipline Records <input type="checkbox"/> Student Work <input type="checkbox"/> Class Rules and Procedures <input type="checkbox"/> Formal and Informal Mentoring <hr/> <hr/> <hr/>
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Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.					
B. Teachers embrace diversity in the school community and in the world.					
C. Teachers treat students as individuals.					
D. Teachers adapt their teaching for the benefit of students with special needs.					
E. Teachers work collaboratively with the families and significant adults in the lives of their students.					
Overall rating for Standard II					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> ____ Student Profiles ____ Documentation of Referral Data and Use of IEPs ____ Student Surveys ____ Communications with Parents/Community ____ Cooperation with ESL Teachers ____ Lessons that Integrate International Content ____ Use of Technology to Incorporate Cultural Awareness into Lessons <hr/> <hr/> <hr/> <hr/>
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Standard III: Teachers Know the Content They Teach

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i> .					
B. Teachers know the content appropriate to their teaching specialty.					
C. Teachers recognize the interconnectedness of content areas/disciplines.					
D. Teachers make instruction relevant to students.					
Overall rating for Standard III					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p>	<p>Evidence or documentation to support rating:</p> <p>___ Display of Creative Student Work</p> <p>___ Use of Standard Course of Study</p> <p>___ Lesson Plans</p> <p>___ Content Standards</p> <hr/> <hr/> <hr/>
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Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
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.					
B. Teachers plan instruction appropriate for their students.					
C. Teachers use a variety of instructional methods.					
D. Teachers integrate and utilize technology in their instruction.					
E. Teachers help students develop critical thinking and problem-solving skills.					
F. Teachers help students work in teams and develop leadership qualities.					
G. Teachers communicate effectively.					
H. Teachers use a variety of methods to assess what each student has learned.					
Overall rating for Standard IV					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>___ Lesson Plans</p> <p>___ Documentation of Differentiated Instruction</p> <p>___ Display of Technology Used</p> <p>___ Materials Used to Promote Critical Thinking and Problem Solving</p> <p>___ Professional Development</p> <p>___ Collaborative Lesson Planning</p> <p>___ Use of Student Learning Teams</p> <hr/> <hr/> <hr/> <hr/>
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Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.					
B. Teachers link professional growth to their professional goals.					
C. Teachers function effectively in a complex, dynamic environment.					
Overall rating for Standard V					

<p>Comments:</p> <p>Recommended Actions for Improvement:</p> <p>Resources needed to complete these actions:</p> 	<p>Evidence or documentation to support rating:</p> <p>____ Lesson Plans</p> <p>____ Completion of Professional Development</p> <p>____ Formative Assessments</p> <p>____ Participation in Professional Learning Community</p> <p>____ Student Work</p> <p>____ Formative and Summative Assessment Data</p> <p>____ Professional Development Plan</p> <hr/> <hr/> <hr/>
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Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: _____Yes _____No

Principal/Evaluator Signature
(Signature indicates question above regarding comments has been addressed).

Date

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process.

Standard VI: Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth. A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness.

For the 2011 – 2012 school year, the student growth value is a weighted measure:
70% based on the student growth value for the individual students taught by the educator
30% based on the student growth value for the entire school

For the 2011-2012 school year, the student growth value for a teacher in a currently non-tested grade or subject is 100% based on the student growth value for the entire school.

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

Does not meet expected growth	Meets expected growth	Exceeds expected growth
The student growth value for the teacher is lower than what was expected per the statewide growth model.	The student growth value for the teacher is what was expected per the statewide growth model.	The student growth value for the teacher exceeds what was expected per the statewide growth model.

Note: Standard VI is included in the observation rubric as part of the overall teacher evaluation; however, ratings for this Standard are *not* completed by the evaluator. No further work is needed with Standard VI to complete the observation.