

# Rubric for Evaluating North Carolina Teacher Leadership Specialists

Standard I: Teacher leadership specialists demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>Element a. Teacher leadership specialists lead in their school(s)/discipline(s).</b> They facilitate teamwork and leadership.				
<input type="checkbox"/> Participates in professional learning community (PLC).	<p>... and</p> Coordinates PLCs around professional development for teams to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate.</li> <li><input type="checkbox"/> Discuss student learning.</li> <li><input type="checkbox"/> Implement effective PLC strategies.</li> <li><input type="checkbox"/> Improve their productivity.</li> </ul>	<p>... and</p> Stimulates effectiveness of PLCs by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Collecting and analyzing data.</li> <li><input type="checkbox"/> Documenting activities.</li> <li><input type="checkbox"/> Provides support and feedback as others lead professional learning communities.</li> </ul>	<p>... and</p> Uses monitoring data to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide PLC improvement activities.</li> <li><input type="checkbox"/> Sustain a system of highly functioning PLCs within a school or district appropriate for the teacher leadership specialist's role.</li> </ul>	
<b>Element b. Teacher leadership specialists model collaboration.</b> They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.				
<input type="checkbox"/> Participates in teacher leadership specialist meetings to learn about district initiatives and priorities.  <input type="checkbox"/> Participates in a professional learning network (PLN).	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts professional development to implement and support school and district initiatives and priorities.</li> <li><input type="checkbox"/> Convenes varied groups of professionals to solicit input regarding school-based issues.</li> <li><input type="checkbox"/> Elicits support and expertise from others in the school to enhance professional learning.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with district educators to create professional development strategies that support school and district initiatives and priorities.</li> <li><input type="checkbox"/> Elicits support and expertise from the district and the community to enhance professional learning at the school.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with regional and national educators to influence the profession.</li> <li><input type="checkbox"/> Leverages regional and national networks to enhance professional learning at the school and/or district.</li> </ul>	

**Standard I: Teacher leadership specialists demonstrate leadership.**

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**Element c. Teacher leadership specialists advocate for students, educators, schools, and sound educational programs.**

<input type="checkbox"/> Articulates policies and practice affecting student learning.  <input type="checkbox"/> Articulates evidence-based effective instruction.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Supports positive change in practice that impacts student learning.  <input type="checkbox"/> Advocates for students by supporting evidence-based instruction and sound educational programs.	<p style="text-align: center;"><b>... and</b></p> Advocates and provides evidence and support for: <ul style="list-style-type: none"> <li><input type="checkbox"/> New initiatives as needed.</li> <li><input type="checkbox"/> Policies that support educational programs focused on student learning.</li> <li><input type="checkbox"/> A culture of student advocacy within the school.</li> </ul>	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Participates in developing policies and practice to improve student learning.  <input type="checkbox"/> Creates systems that sustain evidence-based effective instruction.	
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**Element d. Teacher leadership specialists demonstrate high ethical standards.**

<input type="checkbox"/> Articulates the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> .	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Adheres to the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> .	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> .	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Encourages others to uphold the <i>Code of Ethics for North Carolina Educators and the Standards for Professional Conduct</i> .	
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**Examples of Artifacts that may be used to support ratings:**

- Training modules
- Record of professional development offerings
- Strategic plans
- Service on committees
- Regional and national networks
- Schedule
- Weekly logs
- Evaluation of professional development
- Email correspondence
- Newsletters
- Websites
- Technology enabled collaborative tools
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**Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):**

**Comments of Person Being Evaluated (Optional):**

**Standard II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.**

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>Element a. Teacher leadership specialists model respectful communication strategies.</b>				
<input type="checkbox"/> Communicates effectively with individuals and groups as a means to build relationships.  <input type="checkbox"/> Identifies and acknowledges cultural differences that exist in the work environment.	<p>... and</p> <input type="checkbox"/> Communicates effectively with individuals and groups as a means to create and sustain relationships that focus on student learning.  <input type="checkbox"/> Respects cultures, experience, backgrounds, ethnicities, beliefs, and languages in the school as evidenced by professional development practices.	<p>... and</p> <input type="checkbox"/> Facilitates effective conversations among educators to build relationships that focus on student learning.  Promotes effective instruction through the use of: <input type="checkbox"/> Culturally relevant strategies. <input type="checkbox"/> Culturally sensitive strategies. <input type="checkbox"/> Different points of view.	<p>... and</p> Monitors communication strategies and patterns to: <input type="checkbox"/> Determine their effectiveness. <input type="checkbox"/> Adjust as needed. <input type="checkbox"/> Respectfully and effectively conduct difficult conversations as needed.  <input type="checkbox"/> Provide effective feedback to teachers and/or other staff members regardless of their background.	
<b>Element b. Teacher leadership specialists differentiate professional learning to meet the diverse learning needs in the school/district.</b>				
<input type="checkbox"/> Identifies the diverse needs of individual educators.	<p>... and</p> <input type="checkbox"/> Adapts level of support to meet the diverse needs of individual educators.	<p>... and</p> <input type="checkbox"/> Provides appropriate differentiated professional development.	<p>... and</p> <input type="checkbox"/> Establishes peer support networks among educators to improve instruction.	

**Examples of Artifacts that may be used to support ratings:**

- Selection of diverse materials
- Follow-up emails
- Meeting notes
- Survey of teacher needs
- Choice sheets to determine individual professional development
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**Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):**

**Comments of Person Being Evaluated (Optional):**

<b>STANDARD III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.</b>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>Element a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.</b>				
<input type="checkbox"/> Uses the NC Professional Teaching Standards as the foundation for their work.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Ensures that support and development activities align with the NC Professional Teaching Standards.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Facilitates educators' growth and improvement related to meeting or exceeding the NC Professional Teaching Standards.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Builds educators' capacity to support each other in their growth and improvement strategies.	
<b>Element b. Teacher leadership specialists use their knowledge of the structure and content of the NC Standard Course of Study to support educators.</b>				
<input type="checkbox"/> Knows the structure of the <i>North Carolina Standard Course of Study</i> for each discipline/subject.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Provides resources to educators that support the <i>NC Standard Course of Study</i> .	<p style="text-align: center;">... and</p> <input type="checkbox"/> Facilitates vertical and horizontal alignment of curriculum within and among disciplines/subjects and grade levels.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Engages educators in curriculum design and long-range planning.	
<b>Element c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.</b>				
<input type="checkbox"/> Supports educators' practice of evidence-based instructional strategies with fidelity.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Develops educators' understanding of evidence-based instructional strategies.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Supports sustained implementation of evidence-based strategies.  <input type="checkbox"/> Models evidence-based strategies for teachers and other staff members.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Collaborates with educators to assess implementation and establish goals for improving instructional practices.	

**Standard III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.**

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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**Element d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.**

<input type="checkbox"/> Engages educators in data analysis.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Focuses on student learning when discussing student data.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Models effective use of data to identify trends in student learning.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Facilitates educators' independence in data analysis and problem solving to improve student learning.	
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**Element 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.

<input type="checkbox"/> Creates a risk-free and non-judgmental learning environment that builds on the assets and strengths of individual educators.  <input type="checkbox"/> Knows the innovations and initiatives in which the school is engaged and assesses the stages of implementation.	<p style="text-align: center;">... and</p> Creates professional support that is: <ul style="list-style-type: none"> <li><input type="checkbox"/> Interactive.</li> <li><input type="checkbox"/> Practical.</li> <li><input type="checkbox"/> Timely.</li> <li><input type="checkbox"/> Relevant.</li> </ul> <input type="checkbox"/> Collaborates with administrators to align support with the status of implementation for school and/or district initiatives.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Provides educators with opportunities to apply new concepts and skills and to receive supportive feedback.  <input type="checkbox"/> Recognizes signs of resistance and supports educators to keep initiative implementation on track.	<p style="text-align: center;">... and</p> <input type="checkbox"/> Engages educators in reflection and goal-setting dialogue about their learning and professional development.  Advocates for sufficient: <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation time.</li> <li><input type="checkbox"/> Support for educators to work in teams.</li> </ul>	
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**Examples of Artifacts that may be used to support ratings:**

- Long-range, strategic, school improvement and other plans
- Goal setting
- Data samples
- Data notebooks
- Professional growth plans
- Leadership team meetings
- Professional development that models evidence-based practices
- Professional development on effective use of data
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**Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):**

**Comments of Person Being Evaluated (Optional):**



<b>STANDARD IV: Teacher leadership specialists facilitate the growth and development of educators.</b>				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<b>Element a. Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.</b>				
<input type="checkbox"/> Collaborates with educators to develop short-term and long-term professional development goals.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Utilizes a repertoire of support strategies ranging from direct support to empowering support.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Differentiates intensity of support to match educators' needs.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Develops and implements strategies and structures for sustaining supportive and continuous professional growth.	
<b>Element b. Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.</b>				
<input type="checkbox"/> Helps educators gather instructional resources.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Makes relevant professional resources available to educators.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Stimulates peer sharing of instructional and professional resources.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Builds and maintains an easily accessible collection of professional resources.	
<b>Element c. Teacher leadership specialists effectively employ appropriate and available technology as they support educators.</b>				
<input type="checkbox"/> Identifies and supports the use of appropriate and available technology.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Models and facilitates the use of appropriate and available instructional technology in lesson development.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Capitalizes on the technology skills and resources available to educators.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Creates opportunities for educators to share and showcase emerging technology applications on a regular basis.	
<b>Element d. Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.</b>				
<input type="checkbox"/> Encourages educators to incorporate 21st Century learning skills and knowledge into their practice.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Practices and models problem-solving skills in response to instructional planning and assessment analysis.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Assists educators in developing planning and assessment strategies that incorporate 21st Century learning.	<p style="text-align: center;"><b>... and</b></p> <input type="checkbox"/> Facilitates the identification and/or development of new and innovative strategies to improve student achievement.	

**Examples of Artifacts that may be used to support ratings:**

- Instructional resources list
- Planning documents
- Scope and sequence
- Documentation of differentiated professional development
- Professional learning networks
- Web-based collaborative productivity tools
- Teacher support websites
- Instructional resource collection
- Model lessons and coaching sessions
- Evidence of collaboration
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**Evaluator Comments (Required for ratings of “Not Demonstrated,” recommended for all others.):**

**Comments of Person Being Evaluated (Optional):**

**STANDARD V: Teacher leadership specialists engage in and facilitate reflective practice.**

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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**Element a. Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.**

<input type="checkbox"/> Identifies data needed to measure professional, effectiveness.	<p>... and</p> <input type="checkbox"/> Collects a variety of data to demonstrate the effectiveness of professional development. <input type="checkbox"/> Analyzes data using appropriate techniques.	<p>... and</p> <input type="checkbox"/> Interprets data findings. <input type="checkbox"/> Develops new strategies for providing services based on analysis of effectiveness data.	<p>... and</p> <input type="checkbox"/> Applies findings to the development of professional growth goals and the improvement of professional practice.	
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**Element b. Teacher leadership specialists base their own professional development activities on the needs of those they serve.**

Identifies: <input type="checkbox"/> Student learning needs. <input type="checkbox"/> Professional development needs of the educators they serve.	<p>... and</p> Participates in professional development activities to support the needs of: <input type="checkbox"/> Educators. <input type="checkbox"/> Students.	<p>... and</p> <input type="checkbox"/> Anticipates needs of educators and students and aligns professional development to meet those needs.	<p>... and</p> <input type="checkbox"/> Advocates at the district level for professional development aligned with educator and student needs.	
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**Element c. Teacher leadership specialists facilitate reflective practice in others.**

<input type="checkbox"/> Discusses the benefits of reflective practice with the educators they serve.	<p>... and</p> Develops educator capacity to: <input type="checkbox"/> Collect various types of data from multiple sources. <input type="checkbox"/> Analyze data using appropriate techniques. <input type="checkbox"/> Interpret data findings. <input type="checkbox"/> Apply findings to the development of instructional strategies to everyday classroom practice.	<p>... and</p> <input type="checkbox"/> Models reflective practice.	<p>... and</p> <input type="checkbox"/> Designs a system for regular self-reflection and feedback.	
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**Examples of Artifacts that may be used to support ratings:**

- Reflections log
- Journaling
- Professional memberships
- Needs assessment and their alignment to professional development plans
- Professional development surveys
- EVAAS data
- Benchmark assessment results data
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**Evaluator Comments: (Required for “Not Demonstrated” ratings, recommended for all others.)**

**Comments of Person Being Evaluated: (Optional)**

# Rubric Signature Page

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Teacher Leadership Specialist Signature

Date

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Principal/Evaluator Signature

Date

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Peer Signature (if applicable)

Date

Comments Attached:  YES  NO

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Principal/Evaluator Signature

Date

*(Signature indicates question above regarding comments has been addressed)*

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