

- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

Definitions

For purposes of this evaluation process, the following terms are defined below:

1. *Action Plan*—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance. Action plans are developed and administrated under guidelines provided by each LEA.
2. *Artifact*—A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:
 - a. *Lesson Plans*—Teacher's daily plans that demonstrate integration of 21st century skills and coverage of North Carolina's Standard Course of Study.
 - b. *North Carolina Teacher Working Conditions Survey*—A statewide survey of teacher working conditions in five areas—time, empowerment, facilities and resources, leadership and professional development—conducted on a biennial basis (see www.ncteachingconditions.org). Teachers should demonstrate their active participation in the development and implementation of plans to improve the school's working conditions.
 - c. *Professional Development*—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
 - d. *Student Achievement Data*—Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
 - e. *Student Dropout Data*—Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports/).
 - f. *School Improvement Plan*—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
 - g. *School Improvement Team*—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.
3. *Beginning Teachers*—Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.
4. *Career Status Teachers*—Teachers who have been granted Career Status in their current North Carolina school district.
5. *Code of Ethics for North Carolina Educators*—The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix A.
6. *Code of Professional Practice and Conduct for North Carolina Educators*—The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix A.