

12. *Performance Rating Scale*—The following rating scale will be used for determining the final evaluation rating for North Carolina school teachers:
 - Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
 - Proficient:** Teacher demonstrated basic competence on standard(s) of performance.
 - Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.
 - Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
 - Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)
13. *Probationary Teachers*—Teachers who have not yet been granted Career Status in their current North Carolina school district.
14. *Rubric for Evaluating North Carolina Teachers*—A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Teaching Standards:
 - a. *Performance Standard*—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
 - b. *Performance Elements*—The sub-categories of performance embedded within the performance standard.
 - c. *Performance Descriptors*—The specific performance responsibilities embedded within the components of each performance standard.
15. *School Executives*—Principals and assistant principals licensed to work in North Carolina.
16. *Self-assessment*—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
17. *Teacher*—A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.
18. *Training*—State-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

Evaluation Process

On October 2, 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

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 identified.