

Observation	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input checked="" type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the: <input checked="" type="checkbox"/> improvement of the profession through professional growth. <input checked="" type="checkbox"/> establishment of positive working relationships <input checked="" type="checkbox"/> school's decision-making processes as required.	. . . and <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	. . . and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
	d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	<input checked="" type="checkbox"/> Knows about the policies and practices affecting student learning.	. . . and <input checked="" type="checkbox"/> Supports positive change in policies and practices affecting student learning.	. . . and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	. . . and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the <i>Standards for Professional Conduct</i> adopted April 1, 1998. (www.ncptsc.org)				
	<input checked="" type="checkbox"/> Understands the importance of ethical behavior as outlined in the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input checked="" type="checkbox"/> Demonstrates ethical behavior through adherence to the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Knows and upholds the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and <input type="checkbox"/> Models the tenets of the <i>Code of Ethics for North Carolina Educators</i> and the <i>Standards for Professional Conduct</i> and encourages others to do the same.	

Comments

Examples of Artifacts:

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| <input type="checkbox"/> Lesson plans | <input type="checkbox"/> Relevant data | <input type="checkbox"/> Formal and informal mentoring |
| <input type="checkbox"/> Journals | <input type="checkbox"/> Class rules and procedures | <input type="checkbox"/> Surveys |
| <input type="checkbox"/> Student handbooks | <input type="checkbox"/> Participation in The Teacher Working Condition Survey | <input type="checkbox"/> National Board Certification |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Professional Learning Communities | <input type="checkbox"/> Discipline records |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Membership in professional organizations | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Service on committees | | <input type="checkbox"/> _____ |