

## Verification of Ability to Impact Student Learning

**Directions:** To convert a Standard Professional 1 License to a Standard Professional 2 License, the individual must:

- 1) have three years of satisfactory teaching experience;
- 2) have the recommendation of the employing school system;
- 3) complete any professional development activities prescribed by the employing school system; and
- 4) satisfactorily complete NC testing requirements for the teaching area **or** satisfactorily complete the NC HOSSE for the teaching area **or** receive a satisfactory evaluation in the most recent year of employment in North Carolina, which verifies the ability to positively impact student learning, AND verification of the LEA intent to offer re-employment to the teacher for the following year. The teacher will not be required to accept the offer of re-employment.

If the teacher has chosen the satisfactory evaluation in the most recent year of employment in North Carolina, which verifies the ability to positively impact student learning, as part of the evaluation, to satisfy the fourth requirement, the principal should complete the attached rating sheet. The teacher must be rated “At Standard” or “Above Standard” for each of the three elements to satisfy the requirement. The rating sheet should be attached to the teacher’s evaluation.

Note: The following rubric has been adapted, with the permission of the author, from Enhancing Professional Practice: A Framework for Teaching, Association for Supervision and Curriculum Development, 1996. Sincere appreciation is expressed to the author, Charlotte Danielson.

### Rubric for Assessment of Ability to Impact Student Learning

Element	Unsatisfactory	Below Standard	At Standard	Above Standard
<b>Importance of the Content</b>	Teacher or student conveys a negative attitude toward the content, suggesting that the content is not important.	Teacher communicates importance of work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. Their motivation is to complete the task rather than to do high-quality work.	Students minimally accept to “do good work” but invest little of their energy in the quality of their work.	Students accept teacher insistence of high quality work and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own, helping peers and ensuring high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Instructional goals and activities, interactions and classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for all students.
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Teacher Name: \_\_\_\_\_

**I. Ratings:**

**1) Importance of Content**

☐ Unsatisfactory      ☐ Below Standard      ☐ At Standard      ☐ Above Standard

**2) Student Pride in Work**

☐ Unsatisfactory      ☐ Below Standard      ☐ At Standard      ☐ Above Standard

**3) Expectations for Learning and Achievement**

☐ Unsatisfactory      ☐ Below Standard      ☐ At Standard      ☐ Above Standard

**II. Evidence used in making the assessment (Check all that were used)**

- ☐ Sample lesson plans
- ☐ Sample assessment procedures beyond the standardized tests
- ☐ Knowledge of student's skills and resources to enhance skills
- ☐ Sample of student and teacher artifacts on a skill set
- ☐ Sample of student work over a period of time
- ☐ Reflection of the teacher as they grow professionally
- ☐ Discipline logs
- ☐ Attendance Records

**III. Signatures**

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Principal's Name (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date