North Carolina Principal Portfolio Assessment: Rubrics

DRAFT: May 2024

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Portfolio Task 1: Analyzing Data to Drive School Improvement

Task 1 Rubric Essential Questions

Step 1: Investigate

Rubric 1.1	Based on the chosen North Carolina School Executive Standard, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to success across student subgroups, choose one student group, and relate their analysis to the school's vision, mission, and/or strategic goals?
Rubric 1.2	How does the candidate collect and analyze qualitative data source(s) and explain their relation to quantitative data findings for the identified student group?
Rubric 1.3	How does the candidate conduct their analysis of the selected indicator to inform their understanding of the data for their chosen student subgroup and their understanding of student success across subgroups?

Step 2: Plan

Rubric 1.4	How does the candidate determine contributing factors, including school organization, school policies, school programs and/or school norms, that created or added to the data for their chosen student subgroup and cite the research supporting their determination?
Rubric 1.5	How does the candidate use the analysis of the data for their chosen student subgroup and identification of potential contributing factors to develop a feasible problem statement related to student learning and/or experience?

Step 3: Act

Rubric 1.6	Are the strategies proposed for school improvement for the selected student group well informed by the findings of the data analysis, including contributing factors, and responsive to the problem statement? Are proposed strategies aligned to the school's vision, mission, and/or goals?
Rubric 1.7	How does the candidate apply the feedback received from a supervisor and/or other key stakeholders who are most impacted by, or have deepest expertise in, the challenge identified in the problem statement, t and describe next steps for strategically engaging, communicating with and getting buy-in from key stakeholders?

Step 4: Reflect

Rubric 1.8	How does the candidate reflect on and analyze what they have learned about student-centered leadership in Task 1 (citing from Steps 1, 2, and/or 3) and how, based on the school contexts, they might strategically improve learning and/or experience for a specific group of students at the school? How does the candidate provide a rationale for the stakeholder feedback they chose to gather and how the feedback impacted their approach to strategically engage, communicate with and get buy-in from key stakeholders? How does the candidate use reflection on their own strengths and areas for growth as a student-centered- leader to address needs for the identified group(s) of students at their school?

Task 1, Step 1 Rubrics

Rubric 1.1 — Step 1: Investigate

Essential Question: Based on the chosen North Carolina School Executive Standard, how does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to success across student subgroups, choose one student group, and relate their analysis to the school's vision, mission, and/or strategic goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not include a minimum of three years of quantitative data. **OR** Candidate selects an equity focus area that is not one of the North Carolina state indicators. **OR** Patterns and trends are not identified or they are irrelevant. **OR** Candidate does not relate their selected equity issue to the school's vision, mission, and/or goals.	Candidate selects an equity focus area that is not one of the North Carolina state indicators but is able to identify patterns and/or trends across the three most recent years of quantitative data presented. **OR** Candidate is not clear about which student group they will investigate. **OR** Candidate superficially relates their data analysis to the school's vision, mission, and/or goals.	Candidate selects a North Carolina School Executive Standard and analyzes quantitative data across the three most recent years, identifying general patterns and/or trends related to performance of student subgroups, and chooses a student group to investigate further. Candidate makes clear connections between their data analysis and specific components of the school's vision, mission, and/or strategic goals.	**All of Level 3, plus:** Candidate explores additional data linked to the indicator to support patterns and/or trends to further understand group differences within the state indicator selected (e.g., demographic data, ethnicity, gender, language).	**All of Levels 3 and 4, plus:** Candidate cites relevant research that supports patterns and/or trends related to equity as found in their analysis of the school's quantitative data for the chosen student group. Candidate clearly explains why cited research informs their understanding of the patterns and/or trends related to the determined equity issue for the chosen student group.

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

NC Professional Teaching Standards (NCPTS)

Rubric 1.2 — Step 1: Investigate

Essential Question: How does the candidate collect and analyze qualitative data source(s) and explain their relation to quantitative data findings for the identified student group?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides no or irrelevant information about the connection between qualitative and quantitative data findings related to the student group equity issue. **OR** Candidate does not present three qualitative data sources.	Candidate minimally connects the qualitative data collection strategy and findings to the quantitative data findings for the student group equity issue. **OR** Candidate does not provide a range of qualitative data sources.	Candidate collects a range of relevant qualitative data and clearly explains the relationship of this data to quantitative data findings and the data of their chosen student subgroup.	**All of Level 3, plus:** Candidate provides a comprehensive (complete, including all or nearly all elements or aspects) analysis of the relationship between their quantitative and qualitative data findings, collecting additional qualitative data as appropriate to deepen their understanding of the North Carolina state indicator chosen and the student group equity issue.	**All of Levels 3 & 4, plus:** Candidate's qualitative data collection strategy is responsive to the complex context in which they are working and demonstrates cultural sensitivity and an appreciation for diverse viewpoints.

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

NC Professional Teaching Standards (NCPTS)
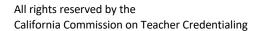
Rubric 1.3 — Step 1: Investigate

Essential Question: How does the candidate conduct their analysis of the selected indicator to inform their understanding of the data for their chosen student subgroup and their understanding of student success across subgroups?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies an equity issue with no evidence of quantitative or qualitative data analysis. **OR** Candidate does not identify any patterns and/or trends in the equity gap analysis provided. **OR** Candidate provides a description of the student group that is biased. **OR** Candidate does not identify any linkages between the equity gap for a student group at the school **and** the school's vision, mission, and/or goals.	Candidate identifies an equity issue based on minimal quantitative or qualitative data analysis. **OR** Candidate identifies patterns and/or trends that are not clear in the equity gap analysis provided. **OR** Candidate provides a minimal description of equity issues for the student group. **OR** Candidate identifies a minimal description of the linkages between the equity gap for a student group at the school **and** the school's vision, mission, and/or goals.	Candidate accurately identifies differences in student learning and/or experience between their chosen student subgroup and other student subgroups based on quantitative and qualitative data analysis for the chosen state indicator. Candidate clearly describes patterns and/or trends for the selected student subgroup and indicator. Candidate objectively describes patterns and/or trends for the selected student subgroup and indicator. Candidate identifies linkages between the analysis of the data for their selected student subgroup and indicator I **and** the school's vision, mission, and/or goals.	**All of Level 3, plus:** Candidate conducts a thorough equity gap analysis, describing a clear connection from quantitative data findings to supportive qualitative data findings, and provides a sophisticated understanding of the equity disparity identified for the student group.	**All of Levels 3 & 4, plus:** Candidate cites relevant research to inform and/or support the equity gap identified for the specific student group. Candidate clearly explains why cited research informs their understanding of the equity gap for the specific student group.

Source of Evidence:

- **Part A:** Data Tables and Written Narrative: Data Collection and Equity Gap Analysis (no more than 5 pages of responses to prompts, exclusive of data tables)

NC Professional Teaching Standards (NCPTS)

Task 1, Step 2 Rubrics

Rubric 1.4 — Step 2: Plan

Essential Question: How does the candidate determine contributing factors, including school organization, school policies, school programs and/or school norms, that created or added to the data for their chosen student subgroup and cite the research supporting their determination?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies contributing factors that are biased, superficial, or irrelevant to the equity gap analysis. **OR** Candidate does not cite research and/or neglects to draw connections between research and contributing factors. **OR** Candidate identifies areas of need that are unrelated to their data analysis.	Candidate identifies potential contributing factors and minimally describes how they relate to equity gap analysis. **OR** Candidate attempts to draw connections between research and contributing factors, but citations are not related to the equity gap. **OR** Candidate identifies areas of need that are superficially related to their data analysis.	Candidate uses the data analysis and the quantitative and qualitative data to determine contributing factors, including school organization, school policies, school programs and/or school norms, that impacted the learning and/or experience of their chosen student subgroup. Candidate cites relevant research to support potential contributing factors	**All of Level 3, plus:** Candidate explains in detail (with supporting evidence from Step 1) how several contributing factors can create or add to equity differences or disparities for a student group.	**All of Levels 3 & 4, plus:** Candidate demonstrates a sophisticated, research-based understanding of the systemic, institutional, or structural causes of the identified single equity gap for a group of students at the school. Candidate identifies relevant areas of need that, if addressed, would likely improve conditions for a student group's success and/or well-being.

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Rubric 1.5 — Step 2: Plan

Essential Question: How does the candidate use the analysis of the data for their chosen student subgroup and identification of potential contributing factors to develop a feasible problem statement related to student learning and/or experience?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not use the equity gap analysis or potential contributing factors to develop a problem statement. **OR** Candidate's problem statement is not responsive to the needs of the student group.	Candidate attempts to use the equity gap analysis and potential contributing factors to develop a problem statement, but it is not clear how the problem statement supports student achievement and/or well-being for the student group. **OR** Candidate's problem statement is only partially responsive to the needs of the student group.	Candidate develops a feasible problem statement related to student learning and/or experience that clearly draws from the data analysis and potential contributing factors identified. Candidate's problem statement is responsive to the needs of the chosen student subgroup.	**All of Level 3, plus:** Candidate's problem statement is responsive to the culture, context, and broader educational needs of the student group.	**All of Levels 3 & 4, plus:** Candidate cites relevant evidence-based practices or research on how the area of educational need has been addressed in other school settings to improve achievement and/or well-being for similar student groups.

Source of Evidence:

- **Part B:** Written Narrative: Contributing Factors and Problem Statement (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Task 1, Step 3 Rubrics

Rubric 1.6 — Step 3: Act

Essential Question: Are the strategies proposed for school improvement for the selected student group well informed by the findings of the data analysis, including contributing factors, and responsive to the problem statement? Are proposed strategies aligned to the school's vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not propose strategies for equitable school improvement. **OR** Proposed strategies are not based on the equity gap analysis, contributing factors, and/or problem statement and are not aligned with the school's vision, mission, and/or goals.	Candidate's proposed strategies are minimally informed by the findings, with general reference to the equity gap analysis, contributing factors, and/or problem statement. **OR** Strategies proposed are not clearly aligned with the school's vision, mission, and/or goals.	Candidate's proposed strategies for school improvement for the chosen student subgroup are well informed by the findings of the data analysis and contributing factors and are responsive to the problem statement. Strategies proposed are clearly aligned with the school's vision, mission, and/or strategic goals.	**All of Level 3 plus:** Candidate provides relevant strategies that strategically focus on equitable student and school improvement and represent a contextually responsive approach to addressing the equity issue or educational need.	**All of Levels 3 & 4, plus:** Candidate provides research-based evidence of the relevance of the proposed strategies and their implementation for improving student achievement and/or well-being for the specific student group and school.

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Rubric 1.7 — Step 3: Act

Essential Question: How does the candidate apply the feedback received from a supervisor and/or other key stakeholders who are most impacted by, or have deepest expertise in, the challenge identified in the problem statement, t and describe next steps for strategically engaging, communicating with and getting buy-in from key stakeholders?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not apply feedback to adjust or strengthen their proposed strategies. **OR** Candidate states plans to communicate the proposed strategies with little or no explanation of steps for buy-in from stakeholders. **OR** Candidate does not identify anticipated implications for proposed strategies.	Candidate vaguely describes feedback and makes minimal or irrelevant adjustments to proposed strategies. **OR** Candidate briefly describes proposed strategies to address the equity gap and learning need, and it is not clear that stakeholders will have the opportunity to develop buy-in.	Candidate clearly describes the feedback and describes an aligned plan for applying the feedback. Candidate provides relevant and appropriate next steps for strategically engaging, communicating with and getting buy-in from stakeholders to address the challenge in the problem statement. Candidate describes, realistic unexpected, or unintended, impacts that may result from implementation of your proposed strategies.	**All of Level 3, plus:** Candidate seeks additional rounds of feedback from other stakeholders on the revised strategies to ensure they are proposing a workable/feasible approach to addressing the equity gap and learning need. Candidate strategically plans to communicate and share the plan with a diverse range of key stakeholder groups.	**All of Levels 3 & 4, plus:** Candidate plans to coach stakeholders to examine and address potential biases that could impact student learning and/or well-being due to identified equity gaps, including those specifically related to sources of education disadvantage or discrimination, and is transparent about the potential underlying contributing factors.

Source of Evidence:

- **Part C:** Written Narrative: Planning for School Improvement and Promoting Equity (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)
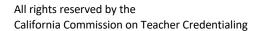
Task 1, Step 4 Rubric

Rubric 1.8 — Step 4: Reflect

Essential Question: How does the candidate reflect on and analyze what they have learned about student-centered leadership in Task 1 (citing from Steps 1, 2, and/or 3) and how, based on the school contexts, they might strategically improve learning and/or experience for a specific group of students at the school? How does the candidate provide a rationale for the stakeholder feedback they chose to gather and how the feedback impacted their approach to strategically engage, communicate with and get buy-in from key stakeholders? How does the candidate use reflection on their own strengths and areas for growth as a student-centered- leader to address needs for the identified group(s) of students at their school?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's reflection is irrelevant to the role of equity-driven leadership, and the equity gap analysis and contributing factors (institutional and/or structural) are not discussed or present a student group bias. **OR** Proposed strategies are not aligned to the equity gap, and the importance of stakeholder buy-in is not discussed in the reflection. **OR** Candidate does not discuss strengths or areas for professional growth.	Candidate's reflection demonstrates limited understanding of the role of an equity-driven leader to address contributing factors (institutional and/or structural) that influence equity gaps. **OR** Candidate provides limited insight into the importance of stakeholder feedback and engagement in developing strategies to address the equity gap. **OR** Identified strengths and areas for professional growth are provided but are loosely related to equity leadership development or work in Task 1.	Candidate reflects on and analyzes their understanding of the role of a student-centered leader to address contributing factors that influence student learning and/or experience. Candidate provides a clear rationale for the stakeholder feedback they chose to gather in Step 3 and how the feedback impacted their approach to strategically engage, communicate with and get buy-in from key stakeholders. Candidate assesses their development as a student-centered leader and draws from their work in Task 1 (citing from Steps 1, 2, and/or 3) to identify their strengths and areas for further professional growth.	**All of Level 3, plus:** Candidate's reflection demonstrates how the school context—including social, economic, or cultural contexts—impacts their approach to providing equity-driven leadership. Candidate develops steps to address their identified area(s) of professional growth as an equity-driven leader to improve learning and/or well-being at this school site.	**All of Levels 3 & 4, plus:** Candidate's reflection, based on how the school context influences their approach, analyzes potential challenges at the school they will need to address and resolve collaboratively with stakeholders to act on the identified student group equity gap, as well as resulting potential implications for addressing the equity gap.

Source of Evidence:

- **Part D:** Reflective Narrative (no more than 5 pages of written or no more than 5 minutes of video explanation)

NC Professional Teaching Standards (NCPTS)

Portfolio Task 2:
Facilitating Communities of Practice

Task 2 Rubric Essential Questions

Step 1: Investigate

Rubric 2.1	How does the candidate describe and analyze the role of current practices of professional collaboration at the school as they relate to student learning and/or experience?
Rubric 2.2	How does the candidate select an area of focus based on student data and choose a group of educators to participate in a community of practice about student learning and/or experience that corresponds to the school's vision, mission, and/or goals?

Step 2: Plan

Rubric 2.3	Based on the determined area of focus, how does the candidate collaboratively work with the group to select a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or experience and build group ownership?
Rubric 2.4	How does the candidate describe the process used for selecting one relevant evidence-based strategy? How does the candidate describe the activities the group engaged in to learn about the strategy? How does the candidate describe the plan the group developed to monitor its implementation? How does the candidate describe the potential impacts this plan might have on student learning and/or their well-being?

Step 3: Act

Rubric 2.5	How does the candidate demonstrate and analyze their facilitation of the group—developing a collaboration culture; including establishing, reviewing, and using norms; documenting decisions; facilitating a collaborative process (group consensus, feedback, and progress); supporting diverse viewpoints; maintaining group focus and energy; managing and resolving conflicts; recognizing needs and celebrating accomplishments; and jointly determining next steps?
Rubric 2.6	How does the candidate demonstrate and analyze their leadership of the group, in both group meetings and individual support, in learning to implement the evidence-based strategy? How does the candidate demonstrate and analyze their leadership of the group to support the efficacy of plan implementation? How does the candidate demonstrate and analyze their leadership of the group to use progress monitoring data to strengthen implementation? How does the candidate demonstrate and analyze the use of group feedback to inform the collaboration process?

Step 4: Reflect

Rubric 2.7	How does the candidate use initial implementation results and feedback from the group to reflect on their strengths and areas of growth in leading a community of practice, identifying professional learning goals and aligned next steps for pursuing personal growth?

Task 2, Step 1 Rubrics

Rubric 2.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze the role of current practices of professional collaboration at the school as they relate to student learning and/or experience?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not describe or analyze the role of current professional collaboration practices at the school.	Candidate briefly describes current professional collaboration practices at the school with minimal analysis of their role.	Candidate describes and analyzes the role of current professional collaboration practices at the school and how these practices relate to student learning and/or experience.	**All of Level 3, plus:** Candidate explains the relationship between different forms of professional collaboration at the school and how these practices have impacted student learning and/or well-being, providing evidence from observations, documentation, surveys, student work, and/or staff consultations.	**All of Levels 3 & 4, plus:** Candidate critiques professional collaboration at the school, citing evidence-based adult learning processes and/or research that supports or refutes the practices and outlines implications for facilitating a community of practice at the school.

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Rubric 2.2 — Step 1: Investigate

Essential Question: How does the candidate select an area of focus based on student data and choose a group of educators to participate in a community of practice about student learning and/or experience that corresponds to the school's vision, mission, and/or goals?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects an area of educational focus that is not based on student data or the school's vision, mission, and/or goals. **OR** Candidate provides little detail about demographic characteristics and/or does not provide reasons for member inclusion to participate in the community of practice. **OR** Candidate does not select an area of educational focus.	Candidate selects and minimally describes an area of educational focus loosely based on student data and/or the school's vision, mission, and/or goals. Candidate lists group members and provides brief or irrelevant detail of their demographic characteristics. Reasons for member inclusion to participate in the community of practice are not clear.	Candidate selects an area of focus, citing data on student learning and/or experience that corresponds to the school's vision, mission, and/or strategic goals. Candidate provides a clear rationale for selection of group members for the community of practice and describes the characteristics of the group, including demographic characteristics, current job titles, assignments, and positional relationship.	**All of Level 3, plus:** Candidate articulates how the work of the group is likely to advance conditions for student learning and/or well-being.	**All of Levels 3 & 4, plus:** Candidate provides a rationale for including the specific range of members in their community of practice to ensure diverse viewpoints are represented and respected, leading to supports for all students to learn and to experience a positive sense of well-being.

Source of Evidence:

- **Part A:** Written Narrative: Context, Area of Educational Focus, Community of Practice (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Task 2, Step 2 Rubrics

Rubric 2.3 — Step 2: Plan

Essential Question: Based on the determined area of focus, how does the candidate collaboratively work with the group to select a problem of practice (how practitioners may improve instructional practice or the system) related to student learning and/or experience and build group ownership?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate names a problem of practice not related to student learning and/or well-being or educational focus. **OR** Candidate names a problem that is only a restatement of the educational focus and/or does not focus on practitioners' ability to improve instructional practice or the system. **OR** Candidate provides no evidence that they solicited input from the group to select the problem of practice and does not seek consensus or develop group ownership.	Candidate describes a problem of practice (how practitioners may improve instructional practice or the system) with minimal relation to student learning and/or well-being, or it is not clear how the problem of practice is based on the agreed-upon area of educational focus. Candidate minimally involves the group in the selection of the problem of practice. Group consensus-building process is not clear and candidate's attempt to establish group ownership is cursory.	Based on the agreed-upon area of focus, the candidate works collaboratively with the group to select a problem of practice (how practitioners may improve instructional practice or the system) in relation to student learning and/or experience based on student data. Candidate explains how they facilitated the group's process to analyze student data and, select a problem of practice, while building ownership among members of the group.	**All of Level 3, plus:** Candidate differentiates the academic performance for student groups and/or issue of well-being, providing supporting student data/evidence and explains how they co-facilitated the group to collaboratively address these differences in defining the problem of practice.	**All of Levels 3 & 4, plus:** Candidate explains how and why they co-facilitated the collaborative process with the group members to analyze student data/ evidence, respected diverse viewpoints of the group, and co-identified the problem of practice.

Sources of Evidence:

- **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages)
- **Part C:** Planning Meeting Agenda
- **Part D:** Planning Meeting Minutes

NC Professional Teaching Standards (NCPTS)

Rubric 2.4 — Step 2: Plan

Essential Question: How does the candidate describe the process used for selecting one relevant evidence-based strategy? How does the candidate describe the activities the group engaged in to learn about the strategy? How does the candidate describe the plan the group developed to monitor its implementation? How does the candidate describe the potential impacts this plan might have on student learning and/or their well-being?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate selects a strategy with no connection to the problem of practice and does not provide evidence of consulting the group for input or consensus.	Candidate selects a strategy that vaguely addresses the problem of practice. Candidate seeks minimal input and consensus from the group regarding the selection of the strategy and the potential impact of the strategy on student learning and/or well-being. **OR** Candidate does not build consensus to select one evidence-based strategy.	Candidate explains the collaborative process used to select one relevant evidence-based strategy. Candidate collaboratively works with the group to learn about and monitor implementation of the evidence-based strategy. Candidate describes the potential impact on student learning and/or experience.	**All of Level 3, plus:** Candidate describes in detail how the collaboratively determined evidence-based strategy will improve student learning and/or well-being across specific student groups.	**All of Levels 3 & 4, plus:** Candidate thoroughly explains potential implementation implications and/or challenges.

Sources of Evidence:

- **Part B:** Written Narrative: Problem of Practice and Strategy to Address the Problem of Practice (no more than 4 pages)
- **Part C:** Planning Meeting Agenda
- **Part D:** Planning Meeting Minutes

NC Professional Teaching Standards (NCPTS)

Task 2, Step 3 Rubrics

Rubric 2.5 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze their facilitation of the group—developing a collaboration culture; including establishing, reviewing, and using norms; documenting decisions; facilitating a collaborative process (group consensus, feedback, and progress); supporting diverse viewpoints; maintaining group focus and energy; managing and resolving conflicts; recognizing needs and celebrating accomplishments; and jointly determining next steps?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not demonstrate facilitation skills during the meeting (no norms are used, decisions are not documented, a collaborative process is not used, diverse viewpoints are not expressed, no attempt to maintain group focus or energy is evident). **OR** Candidate does not provide a narrative analysis of co-facilitation of group learning in their annotations. **OR** Next steps are not determined.	Candidate facilitates the group meetings and provides evidence of establishing norms but not a process for using them with limited information on how the group makes decisions, works collaboratively, respects diverse viewpoints, or maintains focus and energy. Candidate only occasionally provides a narrative analysis of co-facilitation of group learning in their annotations. It is not clear that next steps are jointly determined by the group.	Candidate demonstrates a range of facilitation skills that support group learning, including establishing or reviewing norms, using norms, documenting group decisions, facilitating a collaborative process, respecting diverse viewpoints, and maintaining group focus and energy. Candidate consistently provides a narrative analysis of facilitation of group learning in their annotations. Candidate works with the group to jointly determine next steps.	**All of Level 3, plus:** Candidate purposefully seeks diverse viewpoints and clearly encourages all members of the community to speak and share ideas during meetings.	**All of Levels 3 & 4, plus:** Candidate critiques their co-facilitation skills used during the implementation meeting based on group learning processes and/or research that supports co-facilitation practices.

Source of Evidence:

- **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

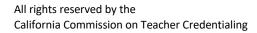| NC Professional Teaching Standards (NCPTS) |
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Rubric 2.6 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze their leadership of the group, in both group meetings and individual support, in learning to implement the evidence-based strategy? How does the candidate demonstrate and analyze their leadership of the group to support the efficacy of plan implementation? How does the candidate demonstrate and analyze their leadership of the group to use progress monitoring data to strengthen implementation? How does the candidate demonstrate and analyze the use of group feedback to inform the collaboration process?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not co-facilitate or support group learning and implementation of the evidence-based strategy. **OR** Candidate does not provide a narrative analysis of their leadership in their annotations. **OR** Candidate does not ask for or collect initial results or feedback from the group.	Candidate minimally co-facilitates implementation and group learning about the evidence-based strategy during meetings with little or unspecific support for individuals or the group. Candidate only occasionally provides a narrative analysis of their leadership in their annotations. Candidate collects or asks group for initial results and feedback, but does not show evidence of use of results or feedback received from the group to inform the learning process.	Candidate facilitates meetings as the group implements and collaboratively learns about the evidence-based strategy, checking for understanding during meetings and providing support to individuals and the group. Candidate consistently provides a narrative analysis of their leadership in their annotations. Candidate collects and uses initial results and feedback from all members of the group to inform the learning process.	**All of Level 3, plus:** Candidate consistently addresses initial results and feedback to inform the collaborative learning process within and between meetings, and together the group identifies challenges and successes encountered during implementation of the evidence-based strategy.	**All of Level 4, plus:** Candidate and the group jointly propose and act on potential solutions to challenges and celebrate successes encountered during implementation of the evidence-based strategy, adjusting the implementation strategy as needed in response to the challenge or success.

Sources of Evidence:

- **Part E:** Agendas for Implementation Meetings (at least 3 meetings)
- **Part F:** Minutes for Implementation Meetings (at least 3 meetings)
- **Part G:** Key Collaborative Work Products (no more than 10 pages)
- **Part H:** 3 Annotated Video Clips (no more than 5 minutes each)

NC Professional Teaching Standards (NCPTS)

Task 2, Step 4 Rubric

Rubric 2.7 — Step 4: Reflect

Essential Question: How does the candidate use initial implementation results and feedback from the group to reflect on their strengths and areas of growth in leading a community of practice, identifying professional learning goals and aligned next steps for pursuing personal growth?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides no connection to initial implementation results and/or feedback from the group to identify strengths or areas for growth related to leadership practices. **OR** Candidate does not describe their leadership practice using an equitable leadership approach to co-facilitate a community of practice.	Candidate vaguely or inaccurately refers to initial implementation results and/or feedback from the group to identify strengths or areas for growth or next steps. Candidate provides an inconsistent or uncertain approach in their capacity to co-facilitate a community of practice. It is not clear that the candidate has an equitable approach to leadership practice.	Candidate uses initial implementation results and feedback from the group—citing evidence from any of the four steps—to analyze their leadership skills to identify areas for growth and next steps. Candidate clearly and consistently demonstrates how their leadership practices influenced progress towards the group's goals.	**All of Level 3, plus:** Candidate's analysis illustrates how they maintained professionalism and integrity as well as employed an equitable leadership approach consistently throughout the community of practice inquiry process and in response to the school's culture and context.	**All of Levels 3 & 4, plus:** Candidate draws on and cites evidence-based practices and/or research related to equitable leadership development, adult learning, and/or group co-facilitation as they analyze their own leadership practices and set goals for future practice as an equitable leader, describing challenges encountered.

Source of Evidence:

- **Part I:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

NC Professional Teaching Standards (NCPTS)

Portfolio Task 3:
Supporting Teacher Growth

Task 3 Rubric Essential Questions

Step 1: Investigate

Rubric 3.1	How does the candidate describe and analyze the current role of teacher coaching, observation, and/or instructional feedback practices at the school, and explain the implications for their approach to coaching?

Step 2: Plan

Rubric 3.2 (via video)	How does the candidate demonstrate and analyze their ability to listen to and talk with the partnering teacher to understand the learning goals, classroom context, and student assets and learning needs; jointly select with the partnering teacher one or two NC Professional Teaching Standards elements, including evidence to be collected; and plan for the observation?

Step 3: Act

Rubric 3.3	How does the candidate recognize, document, and analyze the partnering teacher's qualities of teaching practice related to the selected NC Professional Teaching Standards element(s) and learning goals of the lesson?
Rubric 3.4	How does the candidate demonstrate and analyze their ability to foster a learning conversation in a post-observation meeting using NC Professional Teaching Standards-focused observation evidence, lesson observation video, and student work with the partnering teacher regarding strengths and area(s) for growth?
Rubric 3.5	In partnership with the volunteer teacher, how does the candidate demonstrate and analyze their ability to co-determine next steps for professional development, including resources and additional coaching support based on the NC Professional Teaching Standards-related evidence during the post-observation meeting?

Step 4: Reflect

Rubric 3.6	How does the candidate analyze their strengths and areas of growth in conducting a NC Professional Teaching Standards-focused coaching and observation process? How does the candidate encourage teacher voice and facilitate a two-way conversation throughout the coaching and observation process?
Rubric 3.7	How does the candidate, informed by a continuous improvement mindset and focused on student-centered leadership, reflect on the potential impact of coaching, observation and/or instructional feedback?

Task 3, Step 1 Rubric

Rubric 3.1 — Step 1: Investigate

Essential Question: How does the candidate describe and analyze the current role of teacher coaching, observation, and/or instructional feedback practices at the school, and explain the implications for their approach to coaching?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide an explanation of the purpose or processes for coaching, observation, and/or instructional feedback practices at the school. Candidate outlines a plan for the coaching task with little or no details about implications for their approach or provides no plan.	Candidate lists the teacher coaching, observation, and/or instructional feedback practices at the school, providing limited detail about the processes used. The purpose for conducting these processes is unclear. Candidate provides minimal description of how the volunteer teacher's professional experience influenced their choices about how to prepare for and conduct coaching and/or observation.	Candidate describes and analyzes the current role of teacher coaching, observation, and/or instructional feedback, including the purpose and intended goals of the practices for teachers and students. Candidate describes how the partnering teacher's previous experience; current teaching assignment and previous coaching experience may impact the coaching task.	**All of Level 3, plus:** Candidate describes how teachers participate in the selection and purpose of the instructional feedback practices at the school to meet the unique needs of the teachers and build trust.	**All of Levels 3 & 4, plus:** Candidate discusses relevant evidence-based practices and/or adult learning theory to explain how school practices of teacher coaching, observation, and/or instructional feedback support ongoing teacher development and benefit students.

Source of Evidence:

- **Part A:** Written Narrative: Coaching, Observation, and/or Instructional Feedback Practices at the School and the Volunteer Teacher (no more than 5 pages)

NC Professional Teaching Standards (NCPTS)

Task 3, Step 2 Rubric

Rubric 3.2 — Step 2: Plan

Essential Question: How does the candidate demonstrate and analyze their ability to listen to and talk with the partnering teacher to understand the learning goals, classroom context, and student assets and learning needs; jointly select with the partnering teacher one or two NC Professional Teaching Standards elements, including evidence to be collected; and plan for the observation?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate and the volunteer teacher do not discuss classroom context, learning goals, and/or student assets and learning needs. Selection of the NCPTS standard and/or evidence to be collected, including student work, is made by the candidate without input from the volunteer teacher or element(s) are not selected. **OR** Candidate does not provide a narrative analysis of their ability to listen to nor talk with the volunteer teacher in their required annotations. **OR** No plan is established for the coaching and/or observation process.	Candidate and volunteer teacher broadly discuss classroom context, learning goals, and/or student assets and learning needs, including student work. Candidate only occasionally provides a narrative analysis of their ability to listen to and talk with the volunteer teacher in their required annotations. Candidate minimally involves the volunteer teacher in the selection of NCPTS standard and/or evidence to be collected. It is not clear what aspects of instruction need to be the focus of the observation, and a plan is not specified and/or agreed to by the volunteer teacher.	Candidate engages the partnering teacher in a detailed pre-observation discussion about the classroom context, including their academic strengths and needs, social emotional strengths and needs, the demographic composition of the group, and any historical context about the learning experience of this group that is relevant to implementation of the lesson. Candidate consistently provides a narrative analysis of their ability to listen to and talk with the partnering teacher in their required annotations. Candidate jointly selects with the partnering teacher the NCPTS standard, and together they determine evidence to be collected, including student work. Candidate and partnering teacher plan for the observation.	**All of Level 3, plus:** Candidate uses facilitative questioning strategies to engage in a two-way discussion with the volunteer teacher to draw out specific areas of need.	**All of Levels 3 & 4, plus:** Candidate uses facilitative questioning strategies, including re-directing as appropriate for the conversation, to deepen discussion regarding equitable opportunities for all students in the class to learn.

Sources of Evidence:

- **Part B:** Written Narrative: Classroom Context, Lesson, and Observation (no more than 4 pages)
- **Part C:** Volunteer Teacher's Lesson Plan, including student work product description.
- **Part D:** 2 Annotated Video Clips of the Pre-Observation Meeting (no more than 4 minutes each)

NC Professional Teaching Standards (NCPTS)

Task 3, Step 3 Rubrics

Rubric 3.3 — Step 3: Act

Essential Question: How does the candidate recognize, document, and analyze the partnering teacher's qualities of teaching practice related to the selected NC Professional Teaching Standards element(s) and learning goals of the lesson?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides observational evidence that is unrelated to the NCPTS standard and/or student learning goals of the observed lesson. **OR** Candidate does not provide a narrative analysis of the volunteer teacher's qualities of teaching practice in their annotations.	Candidate provides evidence that is mostly unrelated to the NCPTS standard and/or student learning goals of the observed lesson. **OR** Candidate documents evidence that may be NCPTS related, but evidence is vague and/or too general and may not inform the volunteer teacher about improving student learning of the lesson content or teaching practices in a specific, meaningful, or useful way to the volunteer teacher. Candidate only occasionally provides a narrative analysis of the volunteer teacher's qualities of teaching practice in their annotations.	Candidate accurately recognizes and documents qualities of essential teaching practices for the selected NCPTS standard and content-specific student learning goals of the observed lesson. Candidate's observation notes are detailed enough to potentially provide NCPTS-specific guidance in a meaningful and useful way to the partnering teacher. Candidate consistently provides a narrative analysis of the partnering teacher's qualities of teaching practice in their annotations.	**All of Level 3, plus:** Candidate's observation evidence documented either a. missed teaching opportunities that would have supported students to meet the content-specific learning goals **OR** b. successful NCPTS-related practices that the volunteer teacher did implement that positively impacted student learning during the lesson.	**All of Levels 3 & 4, plus:** Candidate documents how the volunteer teacher addresses whole class, small group, and individual student learning needs during the lesson and how they adapted or did not adapt their instruction to meet student needs as aligned to the learning goals of the lesson and the selected NCPTS standard.

Sources of Evidence:

- **Part E:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to NCPTS Standard(s)
- **Part F:** Student Work Product Example(s) from the lesson used in the post-observation meeting.
- **Part G:** 1 to 5 Annotated Video Clips of the Post-Observation Meeting (totaling no more than 10 minutes; a single clip must be at least 1 minute in length)

NC Professional Teaching Standards (NCPTS)

Rubric 3.4 — Step 3: Act

Essential Question: How does the candidate demonstrate and analyze their ability to foster a learning conversation in a post-observation meeting using NC Professional Teaching Standards-focused observation evidence, lesson observation video, and student work with the partnering teacher regarding strengths and area(s) for growth?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate provides inaccurate or irrelevant feedback to the volunteer teacher, making limited use of the observation and other collected evidence (e.g., lesson observation video, student work). **OR** Candidate does not provide a narrative analysis of their ability to foster a learning conversation in their annotations. **OR** No strengths or area(s) of growth for the volunteer teacher are discussed.	Candidate provides the volunteer teacher with minimal NCPTS-focused evidence or feedback, with limited discussion of findings. Candidate vaguely connects observation evidence, lesson observation video, or quality of student work to the volunteer teacher's strengths or area(s) for growth. Candidate only occasionally provides a narrative analysis of their ability to foster a learning conversation in their annotations.	Candidate fosters a learning conversation with the partnering teacher, citing the NC-specific observation evidence, the jointly viewed lesson observation video, and student work. Candidate respectfully, and in a supportive manner, jointly identifies with the partnering teacher strengths and area(s) for growth based on gathered NCPTS evidence and student work. Candidate consistently provides a narrative analysis of their ability to foster a learning conversation in their annotations.	**All of Level 3, plus:** Candidate establishes a clear partnership with the volunteer teacher as they discuss and make connections between the pre-observation meeting considerations, the NCPTS observation evidence, lesson observation video, and student learning as evidenced in the student work produced during the lesson.	**All of Levels 3 & 4, plus:** Candidate fosters a learning conversation that increases the volunteer teacher's capacity for self-evaluation of instruction and assessment of student learning.

Sources of Evidence:

- **Part E:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to NCPTS Standard(s)
- **Part F:** Student Work Product Example(s) from the lesson used in the post-observation meeting.
- **Part G:** 1 to 5 Annotated Video Clips of the Post-Observation Meeting (totaling no more than 10 minutes; a single clip must be at least 1 minute in length)

NC Professional Teaching Standards (NCPTS)

Rubric 3.5 — Step 3: Act

Essential Question: In partnership with the volunteer teacher, how does the candidate demonstrate and analyze their ability to co-determine next steps for professional development, including resources and additional coaching support based on the NC Professional Teaching Standards-related evidence during the post-observation meeting?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate solely determines the volunteer teacher's next steps for professional development. **OR** There is little to no identification of resources and/or additional coaching support for the volunteer teacher. **OR** No relationship to NCPTS-related evidence for next steps is discussed. **OR** Candidate does not provide a narrative analysis of their ability to co-determine next steps for professional development in their annotations.	Candidate occasionally allows the volunteer teacher to add their insights or perspective to the discussion. The conversation with the volunteer teacher provides support for next steps of their professional development but lacks the inclusion of NCPTS-related evidence and/or identification of resources and additional coaching support. Candidate only occasionally provides a narrative analysis of their ability to co-determine next steps for professional development in their annotations.	Candidate participates in a learning conversation with the partnering teacher to co-determine next steps for professional development, including resources and additional coaching support that are clearly based on the NCPTS-related evidence (observation feedback, lesson observation video, and/or student work). Candidate consistently provides a narrative analysis of their ability to co-determine next steps for professional development in their annotations.	**All of Level 3, plus:** Candidate and the volunteer teacher identify professional development with specific attention to addressing individual students' learning needs for NCPTS-related professional learning.	**All of Levels 3 & 4, plus:** Candidate provides specific evidenced-based resources to support the volunteer teacher's professional development and engages the teacher in developing detailed next steps for professional learning and growth.

Sources of Evidence:

- **Part E:** Specific Notes from the Observation and/or Forms Used to Document the Observation Evidence Related to NCPTS Standard(s)

- **Part F:** Student Work Product Example(s) from the lesson used in the post-observation meeting.

- **Part G:** 1 to 5 Annotated Video Clips of the Post-Observation Meeting (totaling no more than 10 minutes; a single clip must be at least 1 minute in length)

NC Professional Teaching Standards (NCPTS)

Task 3, Step 4 Rubrics

Rubric 3.6 — Step 4: Reflect

Essential Question: How does the candidate analyze their strengths and areas of growth in conducting a NC Professional Teaching Standards-focused coaching and observation process? How does the candidate encourage teacher voice and facilitate a two-way conversation throughout the coaching and observation process?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not provide an analysis of their capacity to support teacher development through NCPTS-focused coaching and/or observation processes. **OR** Candidate does not reflect on or cite evidence on how they facilitated and maintained a coaching partnership with the volunteer teacher. **OR** Candidate does not use the volunteer teacher's feedback directed to the candidate regarding their coaching skills.	Candidate broadly describes strengths and/or areas for growth in NCPTS-focused coaching and observation with cursory use of the volunteer teacher's feedback. Candidate minimally reflects upon and/or vaguely cites evidence on how they facilitated and maintained a coaching partnership with the volunteer teacher.	Candidate identifies strengths and growth opportunities in their NCPTS-focused coaching and observation drawing on analysis of the partnering teacher's feedback and other learning gained throughout the task. Candidate reflects upon and cites evidence on how they facilitated and maintained a coaching partnership with the partnering teacher that encouraged the partnering teacher's voice and ownership of their strengths and areas for growth.	**All of Level 3, plus:** Candidate provides an extensive analysis of the volunteer teacher's feedback in relation to their coaching and observation abilities in planning and conducting the coaching Task and discusses how they would change their approach to coaching to address the volunteer teacher's needs.	**All of Levels 3 & 4, plus:** Candidate cites evidence-based practices or research as they analyze their capacity to maintain a high standard of professional behavior, integrity, and equity and explain how these types of leadership skills and abilities support teacher development and/or adult learning.

Source of Evidence:

- **Part H:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

NC Professional Teaching Standards (NCPTS)

Rubric 3.7 — Step 4: Reflect

Essential Question: How does the candidate, informed by a continuous improvement mindset and focused on student-centered leadership, reflect on the potential impact of coaching, observation and/or instructional feedback?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does not demonstrate an awareness of the connection between equitable leadership and instructional coaching. **OR** Candidate does not explain the potential impact of coaching leading to benefits to teachers and students.	Candidate minimally reflects on and describes an understanding of how instructional coaching and equitable leadership inform a continuous improvement mindset and minimally explains the benefits of using coaching to support teacher growth and benefit students.	Candidate demonstrates a mindset of continuous improvement and student-centered leadership and reflects on the impact of supporting teacher growth through coaching, observation, and/or instructional feedback on the school's ability to achieve their vision, mission and strategic goals.	**All of Level 3, plus:** Candidate cites specific evidence from the Task, drawing on the volunteer teacher's feedback and/or other collected evidence, to support their reflection and analysis of their capacity to be an equitable leader and an instructional coach.	**All of Levels 3 & 4, plus:** Candidate cites evidence-based practices or research that support instructional coaching and observation as a viable and equitable strategy to support teacher growth and benefit students.

Source of Evidence:

- **Part H:** Reflective Narrative (no more than 4 pages of written or no more than 5 minutes of video explanation)

NC Professional Teaching Standards (NCPTS)