



| <b>Teacher Actions (Cause)</b>   | <b>Impact on Student Learning (Effect)</b> |
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| <b>Key Strengths:</b>  |  |
| <b>Key Areas for Improvement:</b>  |  |
| <b>Notes and Quotes for Coaching Conversations:</b>                      |  |
| <b>Connections to Professional Development Plan and Self-Assessment:</b> |  |

## Evidence in this Observation:

| <b>Standard I: Teachers Demonstrate Leadership</b>   |   |
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| <p><b>Teachers lead in their classrooms.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take responsibility for all students' learning</li> <li><input type="checkbox"/> Communicate vision to students</li> <li><input type="checkbox"/> Use data to organize, plan, and set goals</li> <li><input type="checkbox"/> Use a variety of assessment data throughout the year to evaluate progress</li> <li><input type="checkbox"/> Establish a safe and orderly environment</li> <li><input type="checkbox"/> Empower students</li> </ul> <p><b>Teachers lead the teaching profession.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Strive to improve the profession</li> <li><input type="checkbox"/> Contribute to establishing positive working conditions</li> <li><input type="checkbox"/> Participate in decision-making structures</li> <li><input type="checkbox"/> Promote professional growth</li> </ul> <p><b>Teachers advocate for schools and students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advocate for positive change in policies and practices affecting student learning</li> <li><input type="checkbox"/> Participate in the implementation of initiatives to improve education</li> </ul> | <p><b>Teachers demonstrate leadership in the school.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work collaboratively with all school personnel to create a professional learning community</li> <li><input type="checkbox"/> Analyze data</li> <li><input type="checkbox"/> Develop goals and strategies through the school improvement plan</li> <li><input type="checkbox"/> Assist in determining school budget and professional development</li> <li><input type="checkbox"/> Participate in hiring process</li> <li><input type="checkbox"/> Collaborate with colleagues to mentor and support teachers to improve effectiveness</li> </ul> <p><b>Teachers demonstrate high ethical standards.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate ethical principles</li> <li><input type="checkbox"/> Uphold the Code of Ethics and Standards for the Professional Conduct</li> </ul>   |
| <b>Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>   |   |
| <p><b>Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</b></p> <p>Encourage an environment that is</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> inviting,</li> <li><input type="checkbox"/> respectful,</li> <li><input type="checkbox"/> supportive,</li> <li><input type="checkbox"/> inclusive, and</li> <li><input type="checkbox"/> flexible</li> </ul> <p><b>Teachers treat students as individuals.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain high expectations for all students</li> <li><input type="checkbox"/> Appreciate differences and value contributions by building positive, appropriate relationships</li> </ul> <p><b>Teachers adapt their teaching for the benefit of students with special needs.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with specialists</li> <li><input type="checkbox"/> Engage students</li> <li><input type="checkbox"/> Ensure student needs are met through inclusion and other models of effective practice</li> </ul>  | <p><b>Teachers embrace diversity in the school community and in the world.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate knowledge of diverse cultures</li> <li><input type="checkbox"/> Select materials and develop lessons that counteract stereotypes and incorporate contributions.</li> <li><input type="checkbox"/> Recognize the influences on a child's development, personality, and performance</li> <li><input type="checkbox"/> Consider and incorporate different points of view</li> </ul> <p><b>Teachers work collaboratively with the families and significant adults in the lives of their students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improve communication and collaboration between the school and the home and community</li> <li><input type="checkbox"/> Promote trust and understanding and build partnerships with school community</li> <li><input type="checkbox"/> Seek solutions to overcome obstacles that prevent family and community involvement</li> </ul> |
| <b>Standard III: Teachers Know the Content They Teach</b>  |   |
| <p><b>Teachers align their instruction with the North Carolina Standard Course of Study.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach the North Carolina Standard Course of Study</li> <li><input type="checkbox"/> Develop and apply strategies to make the curriculum rigorous and relevant</li> <li><input type="checkbox"/> Develop literacy skills appropriate to specialty area</li> </ul> <p><b>Teachers know the content appropriate to their teaching specialty.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know subject beyond the content they teach</li> <li><input type="checkbox"/> Direct students' curiosity into an interest in learning</li> </ul>   | <p><b>Teachers recognize the interconnectedness of content areas/disciplines.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know links between grade/subject and the North Carolina Standard Course of Study</li> <li><input type="checkbox"/> Relate content to other disciplines</li> <li><input type="checkbox"/> Promote global awareness and its relevance</li> </ul> <p><b>Teachers make instruction relevant to students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility</li> <li><input type="checkbox"/> Demonstrate the relationship between the core content and 21st century content that includes global awareness, financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness</li> </ul>   |

**Standard IV: Teachers Facilitate Learning for Their Students**

*Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.*

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

*Teachers plan instruction appropriate for their students.*

- Collaborate with colleagues
- Use data for short- and long-range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

*Teachers use a variety of instructional methods.*

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using:
  - o information & communication technology,
  - o learning styles, and
  - o differentiated instruction

*Teachers integrate and utilize technology in their instruction.*

- Know appropriate use of technology to maximize student learning
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

*Teachers help students develop critical thinking and problem-solving skills.*

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

*Teachers help students work in teams and develop leadership qualities.*

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students
- define roles,
- strengthen social ties,
- improve communication and collaborative skills,
- interact with people from different cultures and backgrounds, and
- develop leadership qualities

*Teachers communicate effectively.*

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

*Teachers use a variety of methods to assess what each student has learned.*

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions

**Standard V: Teachers Reflect on Their Practice**

*Teachers analyze student learning.*

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

*Teachers link professional growth to their professional goals.*

- Participate in continued, high quality professional development
- Implement methods learned in professional development

*Teachers function effectively in a complex, dynamic environment.*

- Adapt their practice based on research and data to best meet the needs of their students.
- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data