

## **Standard 1: Teacher Demonstrate Leadership**

### **Element A: Teachers lead in their classrooms.**

#### **Developing:**

- Understands how they contribute to students graduating from high school
- Uses data to understand the skills & abilities of students
- The teacher understands the skills & abilities of students but cannot consistently demonstrate this
- The teacher has classroom data notebooks with learning styles of each student listed
- The teacher has identified subgroups, ie: EC, ESL, etc

#### **Proficient:**

- Takes responsibility for the progress of students to ensure that they graduate from high school
- Provides evidence of data driven instruction throughout all classroom activities
- Establishes a safe and orderly classroom
- There is evidence through lesson plans that the teacher takes responsibility for the progress of students to ensure that they graduate from high school
- Student-Led conferences are effectively implemented in the classroom
- Technology is used by both students and teachers
- Lesson plans and activities demonstrate differentiated instruction in the instructional presentation
- Current disaggregated test data is used to drive instruction such as Benchmark test, common assessments, K-2 assessments, EOGs and EOCs
- Student data notebooks are used by student interest, assessments, skills etc.
- Flexible grouping is utilized
- Classroom rules are posted and carried out
- The teacher monitors discipline referrals

#### **Accomplished:**

- Communicates to students the vision of being prepared for the life in the 21st Century
- Evaluates student progress using a variety of assessment data
- Creates a classroom culture that empowers students to collaborate
- The vision of being prepared for life in the 21st century is visible through lesson plans, student work samples, student communication/discussion during instruction
- The teacher shares data and student progress in grade level/department/team meetings, Parent Nights, Curriculum nights, and with the School Improvement Team
- Benchmark test, common assessments, K-2 assessments, EOG, EOC are used by the teacher to include data from the previous year to set academic goals with students
- Group setting activities will have the teacher serving as the teacher but does move towards being a facilitator
- The teacher is the facilitator in the classroom where students are driving the instruction (student-centered classes)

**Distinguished:**

- Encourages students to take responsibility for their own learning
- Uses classroom assessment data to inform program planning
- Empowers and encourages students to create & maintain a safe and supportive school community environment
- Student data notebooks are utilized by students to set academic goals allowing for student empowerment
- The teacher is the Train-the-trainer for their school and district
- The teacher uses data to train inside the building and outside their building to include the district level and the state level

**Standard 1: Teacher Demonstrate Leadership****Element B: Teachers demonstrate leadership in the school****Developing:**

- Attends professional learning community meetings
- Displays awareness of the goals of the school improvement plan
- The teacher attends PLC meetings but do not participate in the discussion
- The teacher has goals of the school improvement plan posted but does not communicate these to the students

**Proficient:**

- Participates in professional learning community
- Participates in developing and/or implementing the school improvement plan
- The teacher participates in the PLC discussions
- The teacher participates in the developing and/or implementation of the School Improvement Plan
- The teacher serves effectively in a leadership role such as grade level chair, mentoring other teachers, etc.
- The teacher uses HOTS (Higher Order Thinking Skills) effectively
- The teacher sets personal and professional goals based on the School Improvement Plan

**Accomplished:**

- Assumes a leadership role in professional learning community
- Collaborates with school personnel on school improvement activities
- The teacher facilitates grade level/department level meetings
- The teacher facilitates school improvement activities
- The teacher generates ideas for school improvement
- The teacher helps in the hiring process at the school level
- The teacher facilitates PLC discussions/meetings

**Distinguished:**

- Collaborate with colleagues to improve the quality of learning in the school
- Assumes a leadership role in implementing school improvement plan throughout the building
- The teacher advocates and leads the implementation of the School improvement plan after having completed a needs assessment process with stakeholders
- The teacher assists in developing the school budget
- The teacher effectively uses researched best-practices and shares with other faculty members and at the district level
- The teacher effectively leads county-wide meetings

**Standard 1: Teacher Demonstrate Leadership****Element C: Teachers lead the teaching profession****Developing:**

- Has knowledge of opportunities & the need for professional growth & begins to establish relationships with colleagues
- The teacher is aware of the fact that there is a need for professional development
- The teacher begins to seek assistance from a buddy teacher or mentor

**Proficient:**

- Improvement of the profession through professional growth
- Establishment of positive working relationships
- School's decision-making processes as required
- The teacher identifies and implements professional growth opportunities
- The teacher utilizes resources within the school and in the district ie: media specialist, EC/ESL teachers
- The teacher can identify their strengths and weaknesses in order to set professional growth plans
- The teacher actively participates in the decision-making process
- The teacher is a member of professional organization(s) Accomplished:
- Promotes positive working relationships through professional growth activities & collaboration
- The teacher is an active member of professional organization(s)
- The teacher works in PLC's in a positive manner to promote collaboration and professional growth
- The teacher is a morale builder in the school and throughout the district
- The teacher identifies professional development needs that other staff members have and help them with this need to build student and personal growth

**Distinguished:**

- Seeks opportunities to lead professional growth activities & decision-making processes
- The teacher is a member of professional organization(s) and shares researched best-practices throughout the school, district, and state levels
- The teacher leads professional development opportunities at the school, district and state levels
- The teacher identifies professional development needs as seen through the School Improvement Plan and student data and generates professional development opportunities that promote student and personal growth in the school, district, and state levels

## **Standard 1: Teacher Demonstrate Leadership**

### **Element D: Teachers lead the teaching profession**

#### **Developing:**

- Knows about the policies & practices affecting student learning
- The teacher has a knowledge of policies and practices but there is not much evidence of application of these policies and practices
- The teacher knows they have EC students that have IEP meetings and they attend these meetings
- The teacher is somewhat in compliance with policies and practices

#### **Proficient:**

- Supports positive change in policies & practices affecting student learning
- The teacher participates in discussion of changes in policies and procedures but may not bring ideas for changes needed
- The teacher initiates change in the classroom based on students needs
- The teacher makes decisions based on fact – research, data, student needs – as opposed to making decisions based on opinion

#### **Accomplished:**

- Participates in developing policies & practices to improve student learning
- The teacher brings ideas and ways to implement these ideas to the table
- The teacher makes suggestions for change and improvement in policies and/or practices based on action research and evidence to positively impact student learning

#### **Distinguished:**

- Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education
- The teacher facilitates discussions with concrete evidence – research - to improve education

## **Standard 1: Teacher Demonstrate Leadership**

### **Element E: Teacher demonstrate high ethical standards**

#### **Developing:**

- Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*
- The teacher has knowledge of the Code of Ethics and the Standards for Professional Conduct

#### **Proficient:**

- Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*
- The teacher applies the Code of Ethics and the Standards for Professional Conduct to self only

#### **Accomplished:**

- Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*
- The teacher holds self and others accountable for adherence to the Code of Ethics and the Standards for Professional Conduct

#### **Distinguished:**

- Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.
- The teacher models the tenets of the Code of Ethics and the Standards for Professional Conduct at all times while holding self and others accountable

## **Standard 2: Teachers establishes a respectful environment for a diverse population of students**

### **Element A: Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

#### **Developing:**

- Appreciates & understands the need to establish nurturing relationships
- The teacher is aware of and has data (IEP's, 504's) and achievement data by student or the teacher knows where to find it
- The teacher has posted policies and procedures
- The teacher's signature is on the IEP and PEP forms

#### **Proficient:**

- Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment
- The teacher implements policies and procedures
- The teacher has items in place to foster achievement, decrease number of discipline referrals, and increase student attendance
- The teacher uses interventions to help limit and positively impact the number of referrals and missed days for students
- The teacher posts current student work
- The teacher attends school related activities to support students
- The teacher participates in PLC's
- The teacher has built a positive rapport with students

**Accomplished:**

- Maintains a positive & nurturing learning environment
- The teacher and student have mutual respect
- The teacher attends school related and community activities after school hours to support students
- The teacher makes positive contributions in PLC's to effect school wide change

**Distinguished:**

- Encourages & advises others to provide a nurturing & positive learning environment for all students
- The teacher facilitates PLC's, Focus Teams, and Staff Development at the district level
- The teacher works within the community and/or state to promote education

**Standard 2: Teachers establish a respectful environment for a diverse population of students****Element B: Teachers embrace diversity in the school community and in the world****Developing:**

- Acknowledges that diverse cultures impact the world
- Demonstrates awareness of the diversity of students in the classroom
- The teacher makes announcements or mentions a cultural event or holiday
- The teacher attends workshops addressing diversity
- The teacher is aware of diversity in the classroom
- The classroom contains artifacts that celebrate differences

**Proficient:**

- Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues
- Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, & culture on a student's development & attitudes
- The teacher implements and demonstrates the knowledge gained from diversity workshops
- The teacher actively engages all students
- Lessons are differentiated in regards to student readiness, interest level, product, process, learning styles and content
- The teacher provides a classroom which promotes tolerance among differences

**Accomplished:**

- Uses materials or lessons that counteract stereotypes & acknowledges the contributions of all cultures
- Consistently incorporates different points of view in instruction
- The teacher's instruction helps reduce the achievement gap
- The teacher places value on the thoughts of all students during discussion
- The teacher allows students to make choices in their assignments

**Distinguished:**

- Promotes a deep understanding of cultures through the integration of culturally sensitive materials & ideas throughout the curriculum
- Capitalizes on diversity as an asset in the classroom
- The teacher fosters cultural achievement across all disciplines to reflect global awareness
- The teacher effectively and consistently utilizes diverse and relevant examples for instruction

**Standard 2: Teachers establish a respectful environment for a diverse population of students**

**Elements C: Teachers treat students as individuals.**

**Developing:**

- Holds high expectations of students
- The teacher has the school's mission/vision posted in the class
- The teacher has homework and/or class assignments posted in the class

**Proficient:**

- Communicates high expectations for all students
- The teacher uses chalk and other media for communication of expectations
- The teacher has a redo grading policy in place
- The teacher utilizes the school-wide make-up policy
- The teacher posts current student work
- The teacher communicates to the students and parents/guardians

**Accomplished:**

- Encourages and values contributions of students, regardless of background or ability
- The teacher communicates on a consistent basis to the students and parents/guardians
- The teacher creates newsletters
- The teacher creates rubrics and students are able to articulate rubrics

**Distinguished:**

- Helps students hold high expectations for themselves and their peers
- The teacher builds a sense of community through allowing the students to do things like the following:
- The teacher assists students in creating and using evaluations
- The teacher empowers students to create rubrics
- The teacher promotes students conducting conferences with the parent/guardian and teacher
- The teacher collaborates with students to create student led events, projects, and to partner with different community events

**Standard 2: Teachers establish a respectful environment for a diverse population of students**

**Element D: Teachers adapt their teaching for the benefit of students with special**

**Developing:**

- Recognizes that students have a variety of learning needs
- Is knowledgeable of effective practices for students with special needs
- The teacher can understand IEP's, 504's, etc...
- The teacher attends differentiated instruction training

**Proficient:**

- Collaborates with specialists who can support the special learning needs of students
- Provides unique learning opportunities such as inclusion & research based effective practices for students with special needs
- The teacher works with support staff to increase achievement of special needs students
- The teacher collaborates on lessons with specialist
- The teacher implements differentiated instruction strategies

**Accomplished:**

- Understands the roles of & collaborates with the full range of support specialists to help meet the special needs of all students
- Effectively engages special needs students in learning activities and ensures their unique learning needs are met
- The teacher provides students with special needs the opportunity to lead activities and/or instruction
- The teacher presents inclusion lesson to the class

**Distinguished:**

- Anticipates the unique learning needs of students and solicits assistance from within & outside the school to address those needs
- Adapts instruction for the benefit of students with special needs & helps colleagues do the same for their students
- The teacher uses community resources to meet the needs of special needs students
- The teacher shares\directs strategies for special needs in PLC's or Staff Development

**Standards 2: Teachers establish a respectful environment for a diverse population of students****Element E: Teachers work collaboratively with the families and significant adults in the lives of their students.****Developing:**

- Responds to family & community concerns
- The teacher returns phone calls
- The teacher has Parent Teacher Conferences
- The teacher gives progress reports

**Proficient:**

- Communicates and collaborates with the home & community for the benefit of students
- The teacher gives timely progress reports
- The teacher schedules parent/guardian conferences to address the need(s) of the student
- The teacher utilizes echalk
- The teacher utilizes connect ed
- The teacher promotes family nights in order to educate parents about the grade level expectations

**Accomplished:**

- Recognizes obstacles to family & community participation & conscientiously seeks solutions to overcome them
- The teacher creates and distributes surveys
- The teacher conducts home visits
- The teacher attends community functions in the school area to discuss and formulate solutions
- The teacher plans and implements family nights in order to educate parents aboutthe grade level expectations with the approval from administrator

**Distinguished:**

- Promotes trust and understanding throughout the school community
- The teacher attends, directs, and/or presents at community events



### Standard 3: Teachers know the content they teach

#### Element A: Teacher align their instruction with the *North Carolina Course of Study*

##### Developing:

- Demonstrates an awareness of the *North Carolina Standard Course of Study* and references it in the preparation of lesson plans
- **Elementary:** Begins to integrate literacy strategies within the content areas
- **Secondary:** Recognizes the importance of integrating literacy strategies within the content areas
- The teacher is aware of NCSCOS to develop lesson plans
- The teacher's classroom should represent the teacher's awareness of content.
- The teacher is aware of data

##### Proficient:

- Understands the *North Carolina Standard Course of Study*, uses it in preparation of lesson plans, & applies strategies to make the curriculum rigorous and relevant
- **Elementary:** Integrates effective literacy instruction throughout the curriculum
- **Secondary:** Incorporate a wide variety of literacy skills within content areas to enhance learning
- The teacher applies the NCSCOS effectively by incorporating 21st century tools.
- The teacher will differentiate instruction
- The teacher's instruction is data driven

##### Accomplished:

- Develops and applies strategies based on the *North Carolina Standard Course of Study* & standards developed by professional organizations to make the curriculum balanced, rigorous and relevant
- **Elementary:** Evaluates & reflects upon the effectiveness of literacy instruction
- **Secondary:** Evaluates & reflects upon the effectiveness of literacy instruction within content areas
- The teacher bridges the gap to incorporate real-world issues and events.
- The teacher is the facilitator and students take on an active role for learning.

##### Distinguished:

- Assists colleagues in applying such strategies in their classrooms
- **Elementary:** Makes necessary changes to instructional practice to improve student learning
- **Secondary:** Makes necessary changes to instructional practice to improve student learning
- The teacher models to colleagues and other teachers in the district how to use the NCSCOS to create effective lessons
- Based on the teacher's knowledge of disaggregated data, students are showing growth

### **Standard 3: Teachers know the content they teach**

#### **Element B: Teachers know the content appropriate to their teaching specialty**

##### **Developing:**

- Demonstrates a basic level of content knowledge in the teaching specialty to which assigned
- The teacher is aware of the content in the field they teach
- The teacher is aware of the resources and materials in their content
- The teacher's instruction is textbook driven

##### **Proficient:**

- Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned
- The teacher is able to deliver content in a variety of ways
- The teacher will be able to assess students formally and informally to modify instruction
- The teacher groups and regroups students for content acceleration or intervention
- The teacher utilizes various resources and materials in their content

##### **Accomplished:**

- Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity
- The teacher will guide student learning through student exploration and inquiry based learning
- The teacher will be able to disaggregate data to create authentic, meaningful and purposeful lessons and assignments that exhibit rigor and relevance

##### **Distinguished:**

- Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.
- The teacher empowers students to explore and decipher information
- The teacher will be able to assist colleagues on how to develop a more in-depth lesson
- The teacher promotes students taking responsibility for their own learning and research topics related to the content

### **Standard 3: Teachers know the content they teach**

#### **Element C: Teachers recognize the interconnectedness of content areas/discipline**

##### **Developing:**

- Understand the links between grade/subject and the *North Carolina Standard Course of Study*
- Displays global awareness
- The teacher is aware of the connections among subjects

##### **Proficient:**

- Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study*
- Promotes global awareness and its relevance to the subjects
- The teacher will incorporate other content area subjects within a lesson

##### **Accomplished:**

- Demonstrates knowledge of the links and vertical alignment of the grade or subject area & the *North Carolina Standard Course of Study*. Relates content to other disciplines
- Integrates global awareness activities throughout lesson plans & classroom instructional practices
- Teacher utilize scaffolding technique and expand student thinking

##### **Distinguished:**

- Collaborates with teachers from other grades or subject areas to establish links between discipline & influence school-wide curriculum & teaching practice
- Promotes global awareness & its relevance to all faculty members, influencing curriculum & teaching practices throughout the school
- The teacher consistently integrates subject matters in various content areas and shares school-wide

### **Standard 3: Teachers know the content they teach**

#### **Element D: Teachers make instruction relevant to students**

##### **Developing:**

- Identifies relationships between the *North Carolina Standard Course of Study* and life in the 21st Century
- The teacher is aware of multimedia resources that can be utilized to deliver instruction
- The teacher is aware of websites that could link the NCSCOS to 21st century

##### **Proficient:**

- Identifies relationships between the core content and 21st century content
- The teacher makes the connection between 21st century and core content
- The teacher utilizes available technology used in the 21st century or uses current websites to expand the lessons

##### **Accomplished:**

- Integrates core content and 21st century content throughout lesson plans and classroom instructional practices
- The teacher consistently integrates multimedia resources

##### **Distinguished:**

- Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills
- The Teacher consistently allows students to utilize multimedia resources to expand their content knowledge

## **Standard 4: Teachers facilitate learning for their students**

### **Element A: 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**

#### **Developing:**

- Understand developmental levels of students & recognizes the need to differentiate instruction
- The teacher administers student interest and academic inventories
- The teacher assigns group work, but no evidence of differentiated instruction
- The teacher is aware that students learn at different levels, but does not know how to vary lessons to meet the needs of all the students

#### **Proficient:**

- Understands developmental levels of student & appropriately differentiates instruction
- Assesses resources needed to address strengths and weakness of students
- The teacher utilizes student interest and academic inventories to guide lesson plans and use of appropriate materials
- The teacher frequently implements differentiated lesson plan designs in most content areas
- The teacher includes supplemental resources and integrates in lesson plan implementation with available resources (technology software/hardware, manipulatives, leveled readers, etc.)

#### **Accomplished:**

- Identifies appropriate developmental levels of student & consistently & appropriately differentiates instruction
- Reviews & uses alternative resources or adapts existing resources to take advantage of student strengths or address weakness
- The teacher implements differentiated lesson plan designs across content areas daily
- The teacher shares differentiated lesson plans, strategies, products with PLC, grade level, and on teacher website

#### **Distinguished:**

- Encourages & guides colleagues to adapt instruction to align with students' developmental levels
- Stay abreast of current research about student learning & emerging resources & encourages the school to adopt or adapt them for the benefit of all students
- The teacher models differentiated activities and lessons for colleagues throughout the district
- The teacher provides professional development of current research and scientifically based research practices at local, state, or national conferences

## **Standard 4: Teachers facilitate learning for their students**

### **Element B: Teachers plan instruction appropriate for their students**

#### **Developing:**

- Recognizes data sources important to planning instruction
- The teacher maintains a data notebook
- The teacher's lesson plans do not reflect data-driven decisions

#### **Proficient**

- Uses variety of data for short – and long – range planning of instruction. Monitors & modifies instructional plans to enhance student learning
- The teacher's lesson plan designs clearly reflects the North Carolina Standard Course of Study in all content areas and at appropriate level
- The teacher's lesson plan designs reflects a variety of instructional strategies and methods
- The teacher's lesson plan designs reflects data driven decisions through grouping and regrouping (RTI, needs of ESL, EC, AIG students, etc.)
- The teacher and students maintain data notebooks
- The teacher makes data-driven decisions

#### **Accomplished:**

- Monitors student performance & responds to individual learning needs in order to engage students in learning
- The teacher collaborates with teachers for vertical alignment to meet individual student needs (ie. students move to different grade levels for instruction)
- The teacher's lesson plans consistently reflect grouping and regrouping as needed based on current data
- The teacher empowers students to analyze their data and discuss it with parents and teacher

#### **Distinguished:**

- Monitors student performance & responds to cultural diversity & learning needs through the school improvement process
- The teacher implements vertical co-teaching
- The teacher leads lesson plan design and processes through the school leadership team reflective of current data and scientifically based research practices

#### **Standard 4: Teachers facilitate learning for their students**

##### **Element C: Teachers use a variety of instructional methods**

###### **Developing:**

- Demonstrates awareness of the variety of methods & materials necessary to meet the needs of all students
- The teacher's classroom arrangement has students in groups, but they consistently work independently
- The teacher has limited methods incorporated into the instructional delivery
- The teacher's instructional delivery is primarily didactic teaching (teacher led, lecture, etc.)

###### **Proficient:**

- Demonstrates awareness or use of appropriate methods & materials necessary to meet the needs of all students
- Collaborative groups highly engaged in authentic learning
- The teacher has a variety of methods appropriately incorporated into instructional delivery

###### **Accomplished:**

- Ensures the success of all students through the selection & utilization of appropriate methods & materials
- Student driven actions (peer teaching, Socratic seminars, project based learning)
- Students facilitate learning and select the strategy

###### **Distinguished:**

- Stays abreast of emerging research areas & new & innovative materials & incorporates them into lesson plans & instructional strategies
- The teacher utilizes and implements appropriate new and innovative materials and methods discovered through teacher research
- The teacher shares and models research with colleagues to improve student achievement throughout school

#### **Standard 4: Teachers facilitate learning for their students**

##### **Element D: Teachers integrate and utilize technology in their instruction**

###### **Developing:**

- Assesses effective types of technology to use for instruction
- The teacher is aware of or has a minimal use of technology resources in isolation

###### **Proficient:**

- Demonstrates knowledge of how to utilize technology in instruction
- The teacher's lesson plan design reflects integration of technology to support instruction
- The teacher utilizes available technology learning tools to facilitate instruction
- The teacher provides assignments where students are exploring and using various technology learning tools

###### **Accomplished:**

- Integrates technology with instruction to maximize student learning
- Technology is embedded in all content areas consistently
- Students and teachers utilize technology learning tools interchangeably

###### **Distinguished:**

- Provides evidence of student engagement in higher level thinking skills through the integration of technology
- The teacher utilizes student developed products beyond oral and written projects
- Technology tools are accessible to students and utilized with established processes and routines as learning tools for higher level assignments

## **Standard 4: Teachers facilitate learning for their students**

### **Element E: Teachers help students develop critical-thinking and problem-solving skills**

#### **Developing:**

- Understand the importance of developing students' critical-thinking & problem-solving skills
- The teacher attends Rigor workshops
- The teacher is aware of Marzano and Blooms Revised Taxonomy, list of question stems

#### **Proficient:**

- Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills & problem solving skills
- The teacher implements daily higher-order essential questions
- Classworks and assessments include relevant real-world situations and/or word problems that align with the NCSCOS
- The teacher develops common assessment questions that support critical thinking and problem solving skills
- The teacher provide students with various tasks that incorporates critical thinking and problem solving skills

#### **Accomplished:**

- Teaches students the processes needed to:
  - Think creatively & critically
  - Develop & test innovative ideas
  - Synthesize knowledge
  - Draw conclusions
  - Exercise & communicate sound reasoning
  - Understand connections
  - Make complex choices, and
  - Frame, analyze and solve problems
- The teacher assists colleagues in developing rigorous lesson plans and assessments

#### **Distinguished**

- Encourages & assists teachers throughout the school to integrate critical thinking & problem solving skills into their instructional practices
- The teacher facilitates staff development for the school on higher-order thinking

## **Standard 4: Teachers facilitate learning for their students**

### **Element F: Teachers help students work in teams and develop leadership qualities**

#### **Developing:**

- Provides opportunities for cooperation, collaboration, & leadership through student learning teams
- Students are in random groups
- Student volunteers are given roles
- The teacher walks around and monitor groups

#### **Proficient:**

- Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership
- The teacher's lesson plans include cooperative learning with organized groups
- The teacher assigns roles to all students
- The teachers assigns projects and some project-based assessments with oral presentations
- The teacher walks around and facilitates group discussions
- The teacher uses rubrics to evaluate students

#### **Accomplished:**

- Encourages students to create and manage learning teams
- The teacher encourages student to create data notebooks
- The teacher encourages students to clearly define roles and expectations for each other
- The teacher encourages students to use teacher-made rubrics to evaluate each other

#### **Distinguished:**

- Fosters the development of student leadership and teamwork skills to be used beyond the classroom
- Students develop rubrics for projects, assignments, etc. and evaluate each other
- Students organize school-wide activities



## **Standard 4: Teachers facilitate learning for their students**

### **Element G: Teachers communicate effectively**

#### **Developing:**

- Demonstrates the ability to effectively communicate with students
- Provides opportunities for students to articulate thoughts and ideas
- The teacher lectures (sit and get)
- Lack of student engagement
- Students are competent but not authentically learning

#### **Proficient:**

- Uses a variety of methods for communication with all students
- Consistently encourages and supports student to articulate thoughts and ideas clearly and effectively
- The teacher utilizes existing rubrics
- The teacher facilitates learning
- The teacher uses inquiry based instruction
- The teacher communicates effectively verbally, written, and technologically
- The teacher creates a community of learners
- Students are actively engaged
- Students use data notebooks, rubrics, Socratic method

#### **Accomplished:**

- Creates a variety of methods to communicate with all students
- Establishes classroom practices, which encourage all students to develop effective communication skills
- Students have access to facilitate instruction
- The teacher creates an environment in which students participate in peer tutoring
- The teacher keeps abreast of research for fostering better communication with students

#### **Distinguished:**

- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns
- Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills
- The teacher proactively creates a climate in which students take ownership
- The teacher fosters an environment where students are actively engaged

## **Standard 4: Teachers facilitate learning for their students**

### **Element H: Teachers use a variety of methods to assess what each student has learned**

#### **Developing:**

- Uses indicators to monitor and evaluate student progress
- Assesses students in the attainment of 21st century knowledge, skills, and dispositions
- The teacher uses the chapter test at end of unit
- The teacher administers common assessments, but does not analyze data
- The teacher has knowledge of rubrics
- The teacher mostly assesses using paper and pencil
- The teacher has knowledge of 21st century technological systems

#### **Proficient:**

- Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction
- Provides evidence that students attain 21st century knowledge, skills and dispositions
- The teacher uses multiple classroom assessments to gauge student achievement, monitor, and evaluate
- The teacher uses multiple forms of assessments (observations, products, tests)
- The teacher provides rubrics and exemplars
- The teacher effectively utilizes 21st century technology

#### **Accomplished:**

- Uses the information gained from the assessment activities to improve teaching practice and student learning
- Provides opportunities for student to assess themselves and others
- The teacher uses data to improve teaching practice
- The teacher provides opportunities for students to self-evaluate
- Students utilize data notebooks for setting goals, reflection, and evaluation of student learning
- The teacher helps students and other teachers to create rubrics
- The teacher utilizes data wall or computerized data charts to track academic student progress

#### **Distinguished:**

- Teaches student & encourages them to use peer & self-assessment feedback to assess their own learning
- Encourages & guides colleagues to assess 21st century skills, knowledge & dispositions & to use the assessment information to adjust their instructional practice
- The teacher works with the district and state to create rubrics
- The teacher provides professional development on creating and using rubrics
- The teacher helps students and other teachers to create rubrics
- The teacher shares knowledge of 21st century technology at the county, state, and national level

## **Standard 5: Teachers reflect on their practice**

### **Element A: Teachers analyze student learning**

#### **Developing:**

- Recognizes the need to improve student learning in the classroom
- The teacher knows they have access to data and possibly know composite scores
- The teacher knows certain students have IEPs, PEPs, etc.
- The teacher has data notebooks but not in an organized fashion
- The teacher is aware of instructional strategies

#### **Proficient:**

- Provides ideas about what can be done to improve student learning in their classroom
- The teacher shares best practices within PLCs
- The teacher uses data to drive instruction
- The teacher and students keep/maintain data notebooks
- The teacher creates and utilizes student inventory/interest survey to differentiate learning
- The teacher uses instructional strategies, differentiated instruction in his/her classroom

#### **Accomplished:**

- Thinks systematically & critically about learning in their classroom: Why learning happens & what can be done to improve student achievement
- The teacher consistently and systematically evaluates self as instructional facilitator of their best practices
- The teacher uses current research to enhance instruction
- The teacher compares school wide and classroom best practices to their own in order to evaluate effectiveness of their instruction
- The teacher seeks feedback from all stakeholders (Includes students) to increase teachers effectiveness
- The teacher shares best practices at the school level, etc.

#### **Distinguished:**

- Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level
- The teacher conducts applied research projects in classroom/grade level to evaluate results to adapt instructional practices
- The teacher presents best practices at local, state, and national level
- The teacher models teachers who reflect on every aspect of teaching and learning
- The teacher serves as a model classroom for district

**Standard 5: Teachers reflect on their practice**

**Element B: Teachers link professional growth to their professional goals**

**Developing:**

- Understands the importance of professional development
- The teacher has developed a PDP
- The teacher attends Professional Development sessions
- The teacher is inconsistent in implementation of Professional Development
- The teacher attends Professional Development for CEUs
- The teacher is concerned only for classroom

**Proficient:**

- Participate in professional development aligned with professional goals
- The teacher links PDP to standards and growth
- The teacher attends, implements, and shares professional development information at PLCs and staff meetings
- The teacher attends professional development based on their personal professional growth
- The teacher is concerned for school achievement

**Accomplished:**

- Participates in professional development activities aligned with goals and student needs
- The teacher links professional development to standards, growth, and school wide needs
- The teacher becomes a train-the-trainer at district level
- The teacher is concerned for student achievement at district and state level
- The teacher stays abreast of information at state/national level

**Distinguished:**

- Applies and implements knowledge and skills attained from professional development consistent with its intent
- The teacher links professional development to standards growth, district, and school goals
- The teacher attends conferences and makes presentations
- Global view
- The teacher participates in decision making, research studies, at the state and/or national level.

## **Standard 5: Teachers reflect on their practice**

### **Element C: Teachers function effectively in a complex, dynamic environment**

#### **Developing:**

- Is knowledgeable of current research-based approaches to teaching and learning
- The teacher has knowledge of current research practices
- The teacher has basic knowledge, vocabulary, and can engage in conversation about current initiatives/research practices
- The teacher does not experiment and utilizes only researched based practices

#### **Proficient:**

- Considers and use a variety of research-based approaches to improve teaching and learning
- The teacher applies the research and analyzes the outcome of research on student achievement in the school
- The teacher seeks to build professional library within school
- The teacher reads and stays, up to date of current research
- The teacher adapts to changing practices, new ideas, and initiatives

#### **Accomplished:**

- Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate
- The teacher investigates and considers alternative research to impact student achievement in school
- The teacher has the ability to filter research practices at school level
- The teacher is a change agent - practice, provide feedback, and effect overall climate of school

#### **Distinguished:**

- Adapts professional practice based on data and evaluate impact on student learning
- The teacher adapts research studies to meet needs of student learning across district and/or state
- The teacher understands and initiates the need for research and is a model as an innovator, implementer, evaluator, and then shares outcomes with school and district.
- The teacher adapts professional development based on data and evaluates which impacts student learning