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| **STANDARD 1:**  | **Teachers Demonstrate Leadership** |
| **Element A** | **Teachers lead in their classrooms.** |
| Developing | -Has assessment data available and refers to it to understand the skills and abilities of students‐ Accesses data from district assessments‐ Has written classroom management plan available and posted-Links lessons to prior learning-Has college displays-Clarifies that passing is necessary for graduation-Assumes responsibility for student achievement/proficiency/growth |
| Proficient | ‐ Uses a variety of formative and summative assessments to evaluate student progress and guide instruction‐ Data analysis guides lesson plans, activities, and group assignments‐ Communicates vision to students‐ Enforces the written classroom management plans‐ Reshapes instruction to fit needs of individual students- Provides extra assistance to students as needed- Refers to current events- Relates instruction to preparation for life- Continually encourages students to graduate and plan for college/career-Correlates best instructional practices with progress of students to ensure student college and career readiness-Generates data driven interventions to support student mastery of skills and concepts taught |
| Accomplished | ‐ Uses portfolios, rubrics, and other types of assessments to evaluate progress‐ Uses protocols for collaborative activities‐ Includes real‐life situations and 21st century skills in lesson plans-Discusses impact of current events‐ Provides leadership opportunities in classroom‐ Vision is communicated/modeled to produce student leaders in the classroom‐ Differentiates instruction and assignments based on data-Creates processes and procedures to align best practices and data driven interventions to facilitate replication of best practices among peers |
| Distinguished | ‐ Analyzes data with colleagues to make decisions about student needs and instructional planning-Maintains accurate records of every student's progress-Establishes procedures to ensure that all students participate in discussions and share roles in group work‐ Facilitates workshops at the school level to ensure all students succeed by using best practices connected to student data‐ Leads school wide workshops on how to differentiate instruction and assignments based on data and/or how to create a safe and orderly learning environment-Demonstrates processes and procedures to align best practices and data driven interventions to colleagues and coaches peers for implementation of best practices-Leads school and district PLCs in collaborative work to support teachers and improve effectiveness |
| **Element B** | **Teachers demonstrate leadership in the school.** |
| Developing | -Attends Professional Learning Community meetings-Attends grade level, faculty, SIT meetings-Has a copy of the School Improvement Plan-Seeks to understand school norms and cultural expectations of school community |
| Proficient | ‐ Actively participates in Professional Learning Community (PLC) and other professional meetings-Serves on school committees‐ Analyzes data with colleagues to make instructional decisions‐ Provides suggestions and feedback to School Improvement Team members-Positively participates in new initiatives-Provides input to enhance student learning-Develops Professional Development Plan (PDP) |
| Accomplished | ‐ Facilitates Professional Learning Community meetings and/ or serves as a grade level, department, or School Improvement Team representative‐ Assists in developing plans to foster academic growth‐ Observes peer teachers to learn new strategies‐ Shares plans, strategies, etc with new teachers‐ Serves as an advisor or coach for a student extracurricular club/team or other activities-Serves on interview committees for hiring new personnel-Demonstrates reflective self-improvement goals in the development of Professional Development Plan (PDP) |
| Distinguished | -Serves as a leader in implementing or advocating the creation of goals in the School Improvement Plan-Leads staff development-Identifies and suggests solutions for issues across and beyond grade level/team/department-Serves as a mentor or induction coordinator for new teachers-Invites other teachers into the classroom to share strategies-Leads demonstration lessons for peers |
| **Element C** | **Teachers lead the teaching profession.** |
| Developing | ‐ Can locate professional development opportunities‐ Attends required professional development sessions‐ Collaborates formally and informally during meetings -Has a written professional development plan |
| Proficient | ‐ Provides research on best practices and/or documentation of required professional development activities or readings completed‐ Communicates professionally with the leadership team representative, grade level and/or department chair‐ Reflects upon past experiences and communication practices with parents, students, colleagues, and administrators‐ Collaborates formally and informally during meetings and dialogue‐ Establishes a positive line of communication with administration team and follows chain of command-Establishes positive working relationships |
| Accomplished | ‐ Actively seeks and attends non‐required professional growth activities-Works in PLC to promote collaboration and professional growth‐ Lesson plans show implementation of content and best practices learned in professional development |
| Distinguished | ‐ Leads professional development to address areas of need at the school level‐ Models professionalism with a positive attitude and strong work ethic‐ Observes and gives feedback to colleagues in lesson planning and delivery-Leads in a professional organization or state/district committee‐ Establishes collegial classroom walk‐throughs for the purpose of garnering best practices to share with departments |
| **Element D** | **Teachers advocate for schools and students.** |
| Developing | ‐ Has copies of school (faculty and student) handbooks‐ Attends meetings as required, including IEP meetings‐ Can communicate testing and portfolio process/procedures‐ Uses approved lesson plan format‐ Collaborates with colleagues to improve student learning |
| Proficient | ‐ Develops written lesson plans for student learning‐ Shares ideas for positive change at school meetings‐ Uses formative data to improve student learning‐ Is a member of the school’s Parent‐Teacher Association (PTA)‐ Positively implements new policies/procedures- Makes decisions based on facts, research, data, and/or student needs‐ Sends interim progress reports as scheduled‐ Communicates with school personnel regarding student needs-Follows district/school protocols for providing interventions for at-risk students |
| Accomplished | ‐ Leads small group meetings‐ Organizes events and/or programs at the school ‐ Encourages parent/guardian participation in school activities‐ Communicates with parents/guardians beyond required interim reports and open house sessions to show and discuss student work and / or progress‐ Actively seeks solutions to challenges students must overcome and helps remove barriers for success‐ Participates in sub‐committee work‐ Is a member of an organization that advocates for schools and/or students |
| Distinguished | ‐ Serves as a leader or chairperson of a group that advocates for schools and/or students- Promotes new initiatives to peers, students, and parents‐ Leads staff development on ways to assist students and overcome challenges |
| **Element E** | **Teachers demonstrate high ethical standards.** |
| Developing | ‐ Has a copy of the NC Code of Ethics and Standards for Professional Conduct‐ Has fair and equitable classroom rules and procedures to protect student learning conditions‐ Keeps accurate student discipline log, communication records, and grade book-Maintains confidentiality and observes FERPA rules |
| Proficient | ‐ Observes NC Code of Ethics and Standards for Professional Conduct- Keeps accurate financial records for school materials, trips, etc‐ Maintains an accurate and equitable grading policy and management plan- Maintains appropriate relationships with students‐ Consistently exhibits professional behavior in the classroom, meetings, and school functions‐ Protects the learning environment to maximize instructional time for student learning |
| Accomplished | - Counsels peers who flaunt ethical standards- Reports violations of NC Code of Ethics and Standards for Professional Conduct‐ Seeks additional resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent‐ Collaborates with others to shape educational goals, policies, and decisions-Consistently follows all school, system, and classroom policies |
| Distinguished | ‐ Conducts school/district trainings on professionalism‐ Initiates discussions with administrators regarding ethical dilemmas that affect the school community |

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| **STANDARD II** | **Teachers Establish 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 | ‐ Identifies the types of diversity within the student population- Models good manners and respect for others- Posts and follows policies and procedures that foster respectful communication and interaction in the classroom |
| Proficient | -Respects the diversity within the student population‐ Establishes a classroom environment that respects cultural diversity- Models and requires respectful classroom communication- Attends school-related activities to support students- Is flexible when making assignments |
| Accomplished | - Encourages students to be supportive of diversity- Uses PBS consistently- Selects materials that challenge stereotypes and uses them with sensitivity- Uses sustaining feedback so that students experience success‐ Creates a safe and orderly environment that allows students to take risks |
| Distinguished | - Creates learning opportunities that celebrate students’ diversity- Facilitating positive work within PLCs to support students' success‐ Understands that human variability is normal and beneficial |
| **Element B** | **Teachers embrace diversity in the school community and in the world.** |
| Developing | -Identifies the types of diversity within the school community- Groups students based on multiple criteria- Posts and discusses artifacts that celebrate different cultures- Acknowledges and demonstrates respect for students' cultural traditions and holidays |
| Proficient | -Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues- Explains how cultures interact to shape world events- Discusses current events- Promotes tolerance in the classroom |
| Accomplished | -Understands the influence of diversity, and plans instruction appropriately‐ Uses a variety of materials that reflect a broad range of cultures and interests- Ensures that both genders and all ethnic groups' opinions and ideas are heard- Presents opposing points of view without value judgment |
| Distinguished | -Invites a variety of community members into the classroom to strengthen appreciation of diversity- Imbeds global issues/events in classroom discussions- Routinely includes many cultural influences in lessons |
| **Element C** | **Teachers treat students as individuals.** |
| Developing | ‐ Communicates vision and mission of district/school‐ Encourages students to give their best efforts- Challenges all students- Gives honest and constructive feedback |
| Proficient | -Articulates the need to treat students as individuals‐ Attends proactively to student differences- Encourages students to undertake riorous work- Expects the best from every student- Differentiates instruction- Uses rubrics or other methods for establishing clear expectations and criteria‐ Creates classroom opportunities that allow the teacher to actively know and connect with students‐ Uses students’ interests and concerns to develop course content- Helps students understand the link between effort and achievement |
| Accomplished | -Values individual students’ contributions‐ Creates activities/lessons that provide students with choices about how to express their learning- Establishes procedures to ensure all students participate |
| Distinguished | -Maintains a learning environment that has high expectations of every student‐ Provides challenging, rigorous work for all students- Helps students monitor their success- Models pursuit of excellence for students |
| **Element D** | **Teachers adapt their teaching for the benefit of students with special needs.** |
| Developing | ‐ Recognizes that students have special needs‐ Has a copy of student IEP accommodations‐ Is aware of available student modifications‐ Uses a variety of teaching strategies‐ Can identify subgroups that exist within the classroom/school‐ Frequently monitors student performance‐ Identifies students’ interests/learning styles‐ Rarely differentiates instruction |
| Proficient | ‐ Meets with student case manager(s) to seek assistance to meetthe needs of the students‐ Collaborates with specialists who can provide support to the special learning needs of students‐ Periodically seeks assistance to meet the needs of students‐ Gives directions to students in a variety of ways‐ Participates in professional development activities to improve teaching strategies‐ Differentiates instruction to meet students' needs‐ Makes adjustments in the lessons based on the needs of the students‐ Follows IEP accommodations  |
| Accomplished | ‐ Provides collaborative learning opportunities for students based on learning needs- Engages exceptional students in rigorous and relevant work‐ Frequently uses various assessments to modify some activities‐ Differentiates student activities on a regular basis‐ Frequently acts as a resource person for peers |
| Distinguished | ‐ Consistently differentiates lesson based on students’ needs‐ Utilizes diagnostic, formative and summative data and other available resources to adapt instruction‐ Infuses lessons with technology in order to deepen studentunderstanding‐ Acts as a resource to peers and the school community for differentiation  |
| **Element E** | **Teachers work collaboratively with the families and significant adults in the lives of their students.** |
| Developing | ‐ Recognizes factors that can diminish or enhance involvement by parents, guardians, and the community in schools‐ Forwards all school related communications- Communicates in a positive manner with parents and maintains a log of parent contact- Responds promptly to phone calls/emails‐ Uses technology to communicate with parents/guardians‐ Identifies obstacles that prevent students from being successful‐ Participates in conferences |
| Proficient | ‐ Initiates parent meetings about student progress‐ Uses technology effectively to post currentassignments/projects/announcements‐ Explores community resources to help students‐ Advocates for school community |
| Accomplished | ‐ Maintains a classroom website/class newsletter‐ Identifies obstacles that prevent students from being successful‐ Documents responsiveness to parent needs via the communication log‐ Makes appropriate referrals to available resources‐ Frequently attends events that are hosted in the school community- Recognizes exemplary students- Communicates with parents who do not speak English |
| Distinguished | - Makes appropriate referrals to available resources‐ Advocates for school community- Models ethical behavior in all interactions with school and community- Participates regularly in school events - Finds alternative ways to meet with parents who are unable to come to school‐ Seeks grant opportunities in order to provide for students with needs‐ Routinely does home visits as needed |
| **STANDARD III** | **Teachers Know the Content They Teach** |
| **Element A** | **Teachers align their instruction with the *North Carolina Standard Course of Study.*** |
| Developing | ‐ Uses NCSCOS to plan lesson ‐ Lessons plans show evidence of the inclusion of literacy across content areas- Instruction and assessment is aligned with the NCSCOS in content, in context, and in cognitive expectations |
| Proficient | ‐ Articulates NCSCOS objectives clearly in lesson plans‐ Lessons show evidence of the use of strategies that make the curriculum rigorous and relevant‐ Uses the language of the NCSCOS objectives when planning ingrade or subject level meetings‐ Elementary lesson plans show evidence that all grade level objectives are taught-Secondary lesson plans show evidence that all course objectives are taught- Teaches literacy skills across subjects |
| Accomplished | ‐ Incorporates strategies and resources in lessons obtained from professional organizations, meetings, professional development‐ Reflects upon the rigor and relevance of the taught curriculum via grade level meetings, conversations with administrators, peers and parents‐ Consistently employs high order thinking skills in developing lessons - Uses data to drive and assess literacy instruction |
| Distinguished | ‐ Models strategies for colleagues‐ Develops and leads training to help colleagues align theirinstruction with the NCSCOS‐ Sits on curriculum advisory committee, focus group, project team‐ Uses student data to make appropriate adjustments to lessoncontent and the pacing of the curriculum‐ Models differentiation and shares ideas- Consistently ncludes higher order thinking skills and literacy skills in lessons |
| **Element B** | **Teachers know the content appropriate to their teaching specialty.** |
| Developing | ‐ Teaches content aligned with *NCSCOS* ‐ Teaches accurate information‐Uses professional resources related to content when planningand delivering instruction- Draws content from appropriate sources |
| Proficient | ‐ Attends professional development, graduate courses, conferences, designed to increase content knowledge‐ Has a working knowledge of the technologies available to increase student understanding of content curriculum and infuses technology- Paces instruction to optimize effective learning- Organizes instruction around central themes |
| Accomplished | ‐ Sponsors clubs, fieldtrips, after school activities related to content area‐ Involves students in learning more about the content area beyond the required curriculum‐ Shares content area resources with colleagues‐ Uses technology to enhance the delivery andstudent understanding of the content area‐ Conducts action research and participates in on‐going educational trends |
| Distinguished | ‐ Develops and delivers content area workshops to colleagues‐ Develops resources and tools to increase the rigor and relevance of the content area for students and shares them with colleagues‐ Seeks advanced degree or add‐on certification- Engages students in activities that build 21st century skills |
| **Element C** | **Teachers recognize the interconnectedness of content areas/disciplines.** |
| Developing | ‐ Knows the curriculum content below and above their grade level/course‐ Integrates instruction across disciplines- Uses current events to enhance instruction‐ Attends vertical and horizontal curriculum planning meetings‐ Engages in team teaching or co‐teaching units as appropriate |
| Proficient | ‐ Identifies prerequisite requirements with grade level and/or cross functioning teams‐ Identifies requirements needed to meet the demands of next grade level and/or subject area‐ Plans linkages between grade level/course content‐ Promotes global awareness by integrating global content into lesson plans and lesson delivery‐Links concepts, content, beliefs and perspectives to global concepts, content, beliefs and perspectives |
| Accomplished | ‐Relates content to other disciplines as evidenced by lessonplans, lesson delivery, student work, out of class activities‐ Consistently uses technologies to facilitate the linkages between content areas both vertically and horizontally- Addresses global issues and current events‐ Leads vertical and horizontal content planning meetings‐ Integrates instruction in relevant ways |
| Distinguished | ‐ Utilizes technology to teach global awareness‐ Develops tools that help to articulate vertical and horizontalcontent linkages‐ Collaborates with peers, community, universities and organizations to ensure the interconnectedness of content areas/disciplines‐ Develops and delivers professional development designed to help colleagues understand global connections embedded within content areas |
| **Element D** | **Teachers make instruction relevant to students.** |
| Developing | ‐ Connects curriculum to life in the 21st century - Uses multimedia resources to enhance instruction- Identifies 21st Century skills throughout the NCSCOS‐ Accesses resources, artifacts, and examples to helpstudents connect their learning to life in the 21st century |
| Proficient | ‐ Includes activities that enable students to connect the curriculum with technology using 21st century skills‐ Helps students make global connections across thecurriculum - Explains the relevance of lessons- Promotes participation in civic life by teaching students how to stay informed about issues |
| Accomplished | ‐ Consistently integrates core content with 21st century content.‐ Collaborates with other teachers to show relevance among curricular areas‐ Regularly uses outside resources, artifacts and examples thatfacilitate students making connections between the classroom and life in the 21st century- Designs activities that require students to adapt, solve problems, and develop collaborative skills- Engages students in group activities that value and require personal productivity |
| Distinguished | -Collaborates and develops relationships with community members to facilitate instruction‐ Models and demands personal and academic integrity- Requires students to take responsibility for their own learning- Develops and uses a comprehensive system for evaluation students' development of 21st century skills- Uses simulations, court cases, debates, legislative actions or other real-life applications to enhance instruction |
| **STANDARD IV** | **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 | ‐ Understands developmental levels and recognizes need to differentiate-Uses formative and summative assessment strategies |
| Proficient | - Develops activities to build higher level thinking skills- Addresses various learning styles/intelligences during instruction‐ Provides differentiated assignments based on assessment data -Selects needed resources to improve student learning-Uses formative and summative assessments to drive instruction |
| Accomplished | ‐ Develops and uses formative and summative assessments- Consistently differentiates based on performance data- Uses alternative resources to improve instruction- Provides opportunities for students to extend and stretch their strengths and weaknesses- Uses centers and/or groups as methods for differentiation |
| Distinguished | ‐ Shares ideas with peers and/or leads professional development on differentiated instruction‐ Presents at Local, or State, or National conferences‐ Uses current research about student learning‐ Suggests, implements, develops, or adapts programs that enhance student learning |
| **Element B** | **Teachers plan instruction appropriate for their students.** |
| Developing | ‐ Creates lesson plans using NCSCOS‐ Uses pacing guides and curriculum maps‐ Attends meetings‐ Administers required benchmarks assessments‐ Knows that data is an important tool for planning |
| Proficient | ‐ Uses formative/summative assessments as well as other data to guide instruction and lesson planning‐ Continually modifies instruction based on informal and formal assessment data‐ Incorporates teaching strategies that meet the needs of all students |
| Accomplished | ‐ Monitors all student responses during whole class, small group and seatwork activities‐ Creates common assessments- Uses temporary skills groups as appropriate to meet objectives- Maintains accurate records of students' mastery of objectives- Monitors trends in student performance to identify strengths and weaknesses and guide differentiation |
| Distinguished | ‐ Responds to cultural differences through lesson planning and lesson implementation‐ Leads vertical data discussions to support SIP goals and objectives- Informs instructional methods with current diversity based research |
| **Element C** | **Teachers use a variety of instructional methods.** |
| Developing | ‐ Is aware of different teaching strategies and learning styles |
| Proficient | ‐ Addresses the different learning styles in the classroom‐ Uses varied strategies during instruction- Integrates technology appropriately |
| Accomplished | ‐ Differentiates instruction on a routine basis incorporating visual, auditory, and kinesthetic learning opportunities to meet the learning needs of all students- Differentiates to meet varied needs- Engages students in higher level thinking- Encourages students to use and apply metacognitive reading skills |
| Distinguished | ‐ Consistently incorporates current ideas from in‐service training and action research - Explores and implements new technology - Conducts staff development to share new strategies and materials‐ Uses professional publications in order to stay abreast of current best practices |
| **Element D** | **Teachers integrate and utilize technology in their instruction.** |
| Developing | ‐ Is aware of technology that is accessible for instructional purposes |
| Proficient | ‐ Uses technology in the classroom regularly and appropriately |
| Accomplished | ‐ Uses appropriate technology to support instruction of core curriculum - Enhances instruction with technology- Explores new and innovative technology and implements new skills  |
| Distinguished | ‐ Leads students to produce work products using technology based tools‐ Attends professional development on technology and implements new skills - Viewed by peers as a building expert on technology |
| **Element E** | **Teachers help students develop critical thinking and problem solving skills.** |
| Developing | ‐ Is aware of importance of higher order thinking skills and thevarious levels of higher order questioning‐ Asks Knowledge and Comprehension based questions most often |
| Proficient | ‐ Asks students to apply, analyze, evaluate, and generate/create- Models problem-solving techniques for students- Employs questions and assignments requiring critical thinking  |
| Accomplished | ‐ Consistently poses higher order questions to students and models think‐ alouds and problem solving- Requires students to develop and test new ideas and to draw conclusions- Requires students to exercise and communicate sound reasoning- Requires students to frame, analyze, and solve problems |
| Distinguished | ‐ Shares ideas and assists teachers in integrating higher orderthinking and problem solving during grade level meetings and in‐school staff development to enhance instructional practice- Routinely assigns students to teams for problem-solving- Participates in developing curriculum at district/state level |
| **Element F** | **Teachers help students work in teams and develop leadership qualities.** |
| Developing | ‐ Understands the need to teach students to work collaboratively‐ Arranges classroom seating that encourages and supports collaborative work |
| Proficient | ‐ Provides frequent opportunities for paired activities and smallgroup work‐ Groups diverse students purposefully to ensure the success of collaborative learning experiences‐ Consistently provides opportunities for students to work together- Organizes student teams to promote leadership development |
| Accomplished | ‐ Creates a learning environment where students create workingteams and assign themselves roles and responsibilities - Develops and uses rubrics that require students to cooperate, collaborate, and manage their teams |
| Distinguished | -Develops student leaders by providing feedback on cooperation, collaboration, and leadership in team work- Conducts staff development on effective use of teams |
| **Element G** | **Teachers communicate effectively.** |
| Developing | ‐ Uses proper grammar in the classroom with students, parents, and peers‐ Speaks clearly in all conversations‐ Gives clear directions as part of lessons‐ Uses a positive tone and voice level in conversations‐ Utilizes a variety of communication techniques to overcome language barriers, including wait-time‐ Establishes rules and procedures for oral participation and classroom movement |
| Proficient | -Uses a variety of teaching styles (tone, visual, etc.) to communicate directions‐ Communicates appropriately in verbal and handwritten notes‐ Uses a variety of questioning techniques and opportunities for discussion- Models respectful communication‐ Encourages all students to participate equitably in classroomresponses‐ Teaches students to participate in small group discussions and cooperative groups |
| Accomplished | ‐ Asks open‐ended questions and encourages open discussions‐ Uses cooperative groups effectively‐ Encourages students to participate actively by listening, writing, and verbal participation‐ Provides opportunity for students to select appropriate means of communication and reflect on their work |
| Distinguished | ‐ Anticipates communication issues and makes provisions forstudents with language barriers (Visuals, translated letters, interpreter for conferences, etc.)‐ Leads staff development on literacy skills and effective communication‐ Encourages students' ownership for solving problems‐ Empowers students to lead in instructional opportunities‐ Empowers students to assess peers and their own learning‐ Helps to establish school‐wide procedures for enhancing communication among students and colleagues.‐ Employs a 21st century mindset in communication and learning |
| **Element H** | **Teachers use a variety of methods to assess what each student has learned.** |
| Developing | ‐ Administers benchmarks and required quarterly assessments‐ Administers formative and summative assessments and maintains a record of students’ progress |
| Proficient | - Reviews students’ homework to assess mastery ‐ Uses summative test data to group students for instruction‐ Adjusts teaching to address and meet students’ needs based on multiple assessments‐ Uses various means to evaluate students- Understands how to interpret performance data, and uses information to drive instruction |
| Accomplished |  ‐ Uses performance data to drive and modify instruction on a consistent basis‐ Uses small group instruction to teach concepts based on data from assessments‐ Allows students to choose from a variety of ways to demonstratemastery‐ Uses rubrics to determine learning expectations for the students as well as to evaluate students’ work products‐ Teaches students how to give peer feedback to encourage learning and reflection |
| Distinguished | ‐ Models 21st Century skills for colleagues ‐ Regularly conducts pre and post assessments and uses summative, formative, and anecdotal assessments to group students‐ Teaches students to analyze assessments/tests in order to take responsibility for their own performance and set personal improvement goals‐ Provides opportunities for students to choose the artifacts by which they are assessed  |
| **STANDARD V** | **Teachers Reflect on Their Practice** |
| **Element A** | **Teachers analyze student learning.** |
| Developing | ‐ Reviews students’ portfolio, IEPs, and cumulative records prior to planning lessons- Monitors student progress‐ Attends workshops focused on improving analysis |
| Proficient | ‐ Routinely shares research based interventions during PLC meetings when discussing and analyzing student data- Prepares challenging lessons that are aligned with the NCSCOS- Uses data to drive instruction- Attends professional development to improve practice- Participates actively in PLCs to improve student performance |
| Accomplished | ‐ Keeps a student data log or journal showing analysis and reflection about student learning- Capitalizes on "teachable moments"- Consistently considers individual needs of students and differentiates accordingly |
| Distinguished | ‐ Keeps a student data log or journal on each student showing evidence of analysis from using research based strategies -Shares strategies during grade level /PLC discussions- Analyzes strategies throughout the year to identify successful methods- Conducts action research to promote student learning |
| **Element B** | **Teachers link professional growth to their professional goals.** |
| Developing | ‐ Attends staff meetings and professional development sessions at school and with the district‐ Develops an appropriate professional development plan‐ Seeks professional development opportunities to foster growth |
| Proficient | ‐ Participates in professional development that aligns with individual professional development goals‐ Implements new skills and strategies and shares them with colleagues |
| Accomplished | ‐ Attends workshops aligned with individual professional development goals that relate to student needs and implements new skills and strategies‐ Takes an active leadership role in leading professional development‐ Collects and shares outside resources- Seeks an advanced degree |
| Distinguished | ‐ Uses the strategies learned at professional development workshop in planning with grade level team‐ Chairs a committee‐ Improves practice by seeking National Board certification and/or an advanced degree- Participates in decision making and research at the district, state and/or national level |
| **Element C** | **Teachers function effectively in a complex dynamic environment.** |
| Developing | - Designs lessons based on research-based practices‐ Reads professional material |
| Proficient | ‐ Uses research based intervention practices in lessons and plans- Uses multiple teaching styles- Adapts to changing practices, new ideas, and initiatives |
| Accomplished | ‐ Participates in a professional organization- Uses a variety of research-based techniques to challenge students- Being a change agent - practicing, providing feedback, and affecting the overall climate of the school‐ Mentors new teachers or supervises interns |
| Distinguished | ‐ Conducts and shares research from professional materials- Revises instruction based on evaluation and diagnosis of data‐ Participates in National Boards and/or graduate classes‐ Advocates in community- Is innovative, and shares outcomes with school/district‐ Is active in policy making and change |